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ABSTRACT

This report describes the observer's manual and the corresponding trainer's manual for the classroom observation instrument which was designed to code the behavior of students during reading instruction. The "Reading: Student Observation Scale" has been designed to be used with a corresponding observation instrument which focuses on the behavior of the teacher. As originally designed, the Student Observation Scale can either be used by itself or it can be used concurrently with the Teacher Observation Scale by having a pair of trained observers observe at the same time in each classroom such that one observer codes the teacher's behavior in ten-second intervals while the other observer codes the behavior of a different student every fifteen seconds. The time intervals for these two observation instruments are different because the pilot tests of the instruments indicated that it was too difficult to do reliability studies of student observations in classrooms within any shorter time-interval. The manual which was used by the observers during the training program appears in Part I of this report. The trainer's manual which was used during the training program appears in Part II of this report; the trainer's manual contains additional practice exercises and a detailed training schedule. The formal training program for the observers also included audio-tapes and colored slides which simulated scripts of teacher-student interactions. (Author/RC)

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THE DEVELOPMENT OF A STUDENT OBSERVATION
INSTRUMENT FOR READING INSTRUCTION

Thomas J. Quirk
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Katherine B. Nalin

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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June 1973

EDUCATIONAL TESTING SERVICE
PRINCETON, NEW JERSEY

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The research reported herein was performed pursuant to a contract with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

June 1973

Preface

This report describes the observer's manual and the corresponding trainer's manual for the classroom observation instrument which was designed to code the behavior of students during reading instruction. This observation instrument and its related training program were developed as part of Contract OEC-O-71-3715 with the United States Office of Education.

The "Reading: Student Observation Scale" has been designed to be used with a corresponding observation instrument which focuses on the behavior of the teacher.

As originally designed, the Student Observation Scale can either be used by itself or it can be used concurrently with the Teacher Observation Scale by having a pair of trained observers observe at the same time in each classroom such that one observer codes the teacher's behavior in ten-second intervals while the other observer codes the behavior of a different student every fifteen seconds. The time intervals for these two observation instruments are different because our pilot tests of the instruments indicated that it was too difficult to do reliability studies of student observations in classrooms within any shorter time-interval.

The manual which was used by the observers during the training program appears in Part I of this report. The trainer's manual which was used during the training program appears in Part II of this report; the trainer's manual contains additional practice exercises and a detailed training schedule. The formal training program for the observers also included audio-tapes and colored slides which simulated scripts of teacher-student interactions.

The stopwatches which we used for this observation instrument contained second-hands which completed a 360° sweep in thirty-second intervals, thus permitting two students' behaviors to be coded in each complete sweep of the second-hand.

We would like to acknowledge the assistance of several colleagues in the development of this observation instrument. In particular, we would like to thank Dr. Jaap Tuinman, Dr. Margaret Steen, Dr. Dewey Lipe, Mrs. Betty Godfrey, Miss Kathy Snider, and Mrs. Irene Fisher for their valuable suggestions and comments.

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Most of all, we would like to express our appreciation and gratitude to the teachers who allowed us to observe their classes during reading instruction; their cheerful cooperation and patience not only made our task an enjoyable one, but it also provided us with an essential backdrop against which to develop the categories for the observation instrument: Mrs. Maureen Welch, Mrs. Nancy Hynd, Mrs. Patricia DeLeone, Mrs. Betty Godfrey, Mrs. Ann McLaughlin, Mrs. Irene Fisher, Miss Kathleen Snider, Mr. Tom Baldwin, Mr. Ted Moyer, Mr. Shelly Partlon, Miss Shirley Treichler, Mrs. Zula Smith, Mrs. Fran Homonay, Mrs. Donna Guldin, Mr. Larry Hauler, Mr. Frank Brooks, Mrs. Sandy Ogren, Mrs. Barbara Lombardo, Mrs. Alex Hrabvecky, Mrs. Margaret White, Mr. Bob Wilson, Miss Jeane VanTine, Miss Barbara Marcus, Miss Maudine Baker, Mrs. Alva Aronson, Mrs. Myra Williams, Miss Almeta Miller, Miss Betsy Page, Mrs. Virginia Andrews, Miss Rebecca Pearson, Mrs. Mary Andrews, and Mrs. Jean Jones. We are grateful for their generous help.

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Part I: OBSERVER'S MANUAL

History, Purpose, and Goals of the Project

The observation instrument described in this manual was developed specifically for the study of reading activities in elementary school classrooms. It was designed to describe the major types of interaction expected to occur during reading instruction so that a systematic study of the activities of teachers and students during reading instruction could be undertaken.

This observation instrument is not meant to be used to evaluate any teacher who is observed. Its purpose is to describe what happens during reading instruction in a large variety of types of reading classes so that the relationship between what teachers and students do during reading instruction and how well the students learn to read can be studied. This relationship is essentially a research question, and all information collected as part of the observation procedures will be treated as confidential information by the research team. The information collected about any teacher will not be reported to anyone in the school district, and the data that is reported will be described only in terms of groups of teachers, individual teachers will not be identified in any reporting of the data.

Courtesy Rules for Observing

It is important to remember that you are a visitor during the observation times spent in a school. As an observer, you are expected to conduct yourself in such a way as to cause the least disturbance to the school, its faculty, administration, and students.

Each time you enter a school you must report to the principal's office to notify his office of your presence.

At no time should you indicate criticism or disapproval of practices or circumstances that have been observed in the school or its classrooms. Everything observed in the classroom should be treated as confidential information and should not be discussed inside or outside the school.

Observers are not expected to outline or to discuss the details of the coding scale or the overall project. The school and the teachers are to be briefed about the project by the local coordinator before the observers' arrival. To prevent any confusion or misunderstanding, all questions should be directed to the local coordinator and not answered by the observers.

At no time should you interact with the students or the instruction going on in the classroom.

When conversing with the teachers, faculty, or administration, you should be friendly and polite, but you should stay aloof from professional discussions. In order to avoid arguments, try to agree with what is being discussed even though you may personally disagree.

It is important for you to follow these procedures as the administration and faculty may be naturally apprehensive about having an observer in the schools and classrooms. The coding scale is not meant to be an evaluating instrument, and thus the observer must in no way appear to be making judgments about the school system, its faculty, or procedures.

To summarize these concerns and make it easier for you to remember them, we have prepared the following suggestions:

1. As soon as you arrive at the school, check in at the principal's office to let them know you are there. Be sure to stop at the principal's office on your way out of the school each day to tell them you are leaving. The principal has a right to know when you arrive and leave the school building.
2. Direct all questions about the study to the local coordinator.
3. Try to avoid eating lunch at the school whenever possible. This action enables you to reduce the burden on the cafeteria staff and to avoid answering unnecessary questions concerning your work.
4. Never argue with the teacher or anyone in the school. Turn all problems over to the local coordinator and let him resolve them.
5. Be friendly and courteous to all teachers, other adults, and students, but never discuss your personal opinions of any teacher, aide, or student with anyone in the school. Your task is merely to observe the classroom, and you should not make any suggestions or give any advice to anyone at the school, even if they ask you to do so. Try to remain detached from what you observe so that your presence will not become an interference in the classrooms.
6. Avoid chit-chat with the teachers, aides, and students as much as possible. Do not go to the teachers' lounge unless it would be obviously impolite not to do so at certain times, but always be careful of the comments you make. Always remember that you are a guest in the school so that your actions do not offend anyone.

How to Observe

In order to acquaint yourself with the school, the teachers, and the classes you will observe, it is advisable that you visit the school and the classrooms before the actual observing with the coding scale. You should use this time to introduce yourself to the teachers and to familiarize yourself with the classroom and the students. You should inform the teacher that there will be times when you must move around the classroom in order to code accurately.

When you enter the classroom for each visit, you should spend the first five minutes familiarizing yourself with the activities going on in the classroom. You should use this time to walk about the classroom and to observe what kinds of materials are being used and what the students and teacher are doing with them. You will find this familiarization period extremely helpful to accurately decide how to code subsequent activities.

The successful observer should disengage himself from the ongoing instruction in order to code accurately. You should not become so involved with what is happening in the classroom that you forget about the timing of the coding. Observing takes a certain amount of practice since it requires concentrated effort to observe and to make accurate coding decisions within a few seconds.

You will need the following items whenever you are observing:

stopwatch
clipboard
coding sheets
two sharpened pencils

The following is a list of suggestions that you should be familiar with:

1. Try not to disturb the class in any way. Some teachers may ask you to sit in a certain chair and you should agree to do so, but tell the teacher politely that you may have to move around the room. Your task as an observer is to get close enough to the teacher or student whom you are observing to see and hear what is happening without interfering with that teacher or student. This means that for a good part of the time

you will need to walk around the classroom, remaining on the periphery whenever possible. When you do move about the room, keep your movements casual since any abrupt movements are more likely to disturb the class and to call attention to you.

2. Avoid eye-contact with the teacher or student whom you are observing. This will help them pay less attention to you. If a teacher or student looks at you while you are coding, look down at your coding sheet so that you do not encourage that activity.
3. If a student asks you a question while you are coding, try not to answer if at all possible. Although this suggestion appears harsh, it is the simplest, most effective way to discourage this undesirable activity. The students will soon forget you are there if you do not talk with them.
4. Try to avoid talking with the teachers or aides about the coding scale. If the teacher or aide asks you what you are coding, try to be polite but do not go into any details about the coding categories or they might be tempted to try to demonstrate the categories for you while you are observing. You want to observe the normal, everyday activities of the teachers and students, and not a special performance designed to match the coding scales. Refer all questions about the coding scales to the local coordinator.
5. Do not wear flamboyant or overly stylish clothes to the school or you will distract the teachers and students while you are observing. You should dress to correspond to the dress code that applies to the faculty of the school in which you are observing.

General Coding Rules

There are several coding rules that apply generally to coding decisions. The following rules apply to all situations in the classrooms.

1. If you, as the observer, decide sometime during the coding session that you have incorrectly coded some previous activities because you have misunderstood the purpose of the activities, stop coding and shut off the stopwatch. You should then precisely identify the coding numbers which are incorrect and change them to the correct codes. For those numbers about which you are not sure, do not change them, but restart the stopwatch and continue to code based on your present understanding of what is happening in the classroom.
2. Avoid talking with the teacher as much as possible. If the teacher talks to you while you are coding, shut off your stopwatch, try to keep the conversation as short as possible without being rude, then restart the stopwatch for the remainder of the observation period.
3. The observer should consider the hallway as part of the classroom when the students are using the hallway as an extension of the classroom.
4. If you are observing a student and the student leaves the room, do not follow that student but continue to observe the next student.
5. The observer should not code a student from another classroom who happens to enter the classroom.

6. If the students take a test for part or all of the class period, the students' activities during that time should be coded in the appropriate categories.
7. If you fill a box on your coding sheet, stop your stopwatch, get out a new coding sheet, restart the stopwatch and continue observing for the rest of the observation period.
8. If the public address system interrupts the class while you are coding, shut off your stopwatch and do not continue observing until approximately two minutes after the public address system has stopped.
9. There may be unforeseen circumstances such as a milk break or a fire drill or phone call to the teacher. Whenever interruptions such as these occur, stop coding and wait until the normal activities have been resumed for approximately two minutes before you continue to code the students' activities.

Introduction to the 2-dimensional Coding Scale

The Student Observation Scale is designed to record activities in the classroom in terms of two dimensions: Group and Content. The Group dimension describes the activities in the classroom in terms of the type of group being observed. The Content dimension describes the kind or type of activity being performed by the students.

The advantage of using this 2-dimensional coding scale is that an observer can code simultaneously the Group and Content of any activity being observed in the classroom,

This scale is designed to be used with a stopwatch in order that activities in the classroom may be coded at fixed time intervals. Using this procedure, it will be possible to collect a valuable, composite picture of the activities taking place in reading classes.

In this manual, the coding scale will be described in detail so that you will become familiar with all the categories and coding rules. The coding procedures, decision rules, and coding schedules will also be discussed.

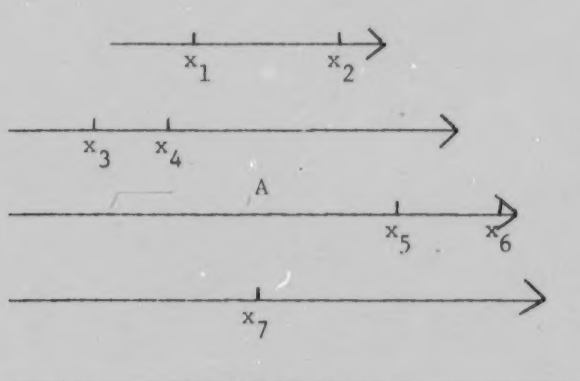
Procedures for Coding and Scheduling

The procedure for classroom observation of the reading and non-reading activities of the teacher and students requires a systematic approach to the coding activities. The basic unit of observation consists of 15 second intervals. These intervals occur consecutively and are timed with a stopwatch. Each interval ends as the hand of the stopwatch passes over the 15 or 30 second mark.*

The observation procedure should develop into a smooth rhythm in which the observer watches a single student and decides what activity is occurring at the moment the hand of the stopwatch passes over the 15 or 30 second mark. A different student should be observed during each 15 second interval. In general, the procedure that should be followed is to imagine the physical arrangement of the classroom as being composed of four quadrants:



After deciding (at the observer's discretion) on the order in which the quadrants should be observed (e.g. ABCD), the observer should imagine a two-foot wide path is formed from left to right in each quadrant. Each time a student is found in a horizontal sweep of the quadrant, that student's activity should be observed during a 15 second interval and coded as the hand of the stopwatch passes over the 15 or 30 second mark. The next student found in the continued horizontal sweep of that quadrant should be observed during the next 15 second interval, and so on. For example: if quadrant A contained seven students:



In the preceding example for quadrant A, each student is indicated by the letter X.

*The stopwatches used in this project have a second hand that completes a 360° sweep during each 30 seconds.

For this project, each class will be observed on nine different days for 20 minutes each day (See Table 1). These nine observations should be distributed so that one-third of them occur during the first-third of the reading period, one-third during the middle-third of the reading period, and one-third during the last-third of the reading period. For the purposes of this study, the observation period that occurs during the first-third of the reading period is assumed to begin five minutes after the start of the scheduled reading class and last for 20 minutes. The observation period that occurs during the last-third of the reading period is assumed to last for 20 minutes and to end five minutes before the end of the scheduled reading period. The middle-third of the reading period would include that 20 minute observation period during the scheduled reading class that occurs somewhere near the middle of these two extremes.

The following is a list of rules which pertain to the scheduling of observations:

1. Observe each class only once each day for a total of 20 minutes. Do not spend more than 20 minutes in a class on any one day.
2. Do not tell the individual teachers the day or time of your next scheduled visit so that they do not prepare a special lesson for your observation. Refer all questions about your schedule of visits to the local coordinator.
3. No classes of substitute teachers should be observed. If the teacher is absent on a given day, her class should not be observed on that day. Whenever a student teacher is present code the activities of the student and code the student teacher as an "other adult".
4. If possible, do not observe in a school on a day in which a special event has the students especially excited. The local coordinator can help you make this decision.
5. It is permissible to observe a class during a shortened class period, but only if the shortened period is at least 30 minutes in length.

Table 1

Schedule for Each Observation Visit to a Classroom

<u>Length of Time</u>	<u>Description of Coding Activity</u>
First 5 minutes	Orient yourself to classroom situation but do not code any activities. Wind your stopwatch.
15 minutes	Use stopwatch and code the students' activities so that you code the activity that occurs as the hand of the stopwatch passes over the 15 or 30 second mark.
20 minutes TOTAL	

Group of Instruction

The "Group of instruction" refers to the type of classroom setting or group in which the activities of the student being observed take place during a 15 second observation period. There are four Groups of instruction:

- (1) Teacher
- (2) Other Adult
- (3) Peer
- (4) Alone

Teacher

The student's activities are coded under this category when the student being observed is paying attention to the teacher or is paying attention to a group that includes the teacher.

Example 1: The student is sitting next to the teacher at her desk, and the teacher is helping this student to alphabetize a list of words.

Example 2: The student being observed is part of a group of six students sitting around the teacher who is reading a story out loud.

Example 3: The teacher asks her class of twenty students, one of whom is the student being observed, "What does bizarre mean?"

Example 4: The student being observed is sitting at his desk doing workbook exercises when he looks up and listens as the teacher tells two students on the other side of the room to sit down.

Other Adult

The student's activities are coded under this category whenever the student being observed is paying attention either to an adult other than the teacher or to a group that contains an adult other than the teacher. This category is not used whenever the teacher is part of the group that contains an other adult. An adult is anyone who is 18 years or older.

Example 1: The student being observed is listening to an aide read a story.

Example 2: An aide is telling the student being observed how to spell the word trough.

Peer

The student's activities are coded under this category whenever the student being observed is paying attention to a group which contains his peer or peers, but no teacher or other adult. A peer is a person other than the teacher or an other adult.

Example 1: The student being observed is reading a story aloud to another student.

Example 2: One student is showing the student being observed how to spell the word sound.

Example 3: Four students are sitting together and listening to a tape recorder through earphones.

Alone

The student is coded as being alone when he is not paying attention to any group, teacher, other adult, or peer in the classroom, but is paying attention to his own thoughts or materials, or a machine by himself.

Example 1: The student being observed is doing spelling exercises alone at his desk.

Example 2: The student being observed is daydreaming and looking out the window.

Example 3: The student being observed is alone with a tape recorder, reciting a story into the tape recorder.

Special Coding Rules for Coding Group Categories

Rule 1

If the student being observed is paying attention to a group that contains both the teacher and an other adult, the situation should be coded as "Teacher" even if the other adult is speaking.

Example 1: The teacher and the aide are sitting with a group of students, one of whom is the student being observed. The student being observed is reading a story out loud to the group.

Code: Teacher

Example 2: The teacher and the aide are sitting with a group of students, one of whom is the student being observed. The student being observed is listening as the aide is reading a story to the group.

Code: Teacher

Rule 2

When the student being observed is paying attention to the observer, the situation should be coded as "Alone".

Table 2

Coding Sheet for Coding Group Only

Name of Observer _____

Date _____

Teacher _____

Time Start _____ Finish _____

Third of Class 1 2 3 SP

School _____

Grade _____

City _____

Group

Teacher

Other Adult

Peer

Alone

Practice Exercise #1 for Coding Group of Instruction

Directions: On a separate piece of paper, number the page from 1-12. Next to the corresponding number of the practice exercise item, identify the Group of instruction as Teacher, Other Adult, Peer, or Alone.

Example: The teacher is reading a story aloud to three students, one of whom is the student being observed.

Answer: Teacher

1. The teacher, an aide, and a group of students, one of whom is the student being observed, are singing songs together.
2. While the teacher is giving the class of fifteen students the next day's assignment, she calls to the student being observed, in the back of the room, "Bill, be quiet and write down tomorrow's assignment!"
3. The student being observed is sitting in a group of seven students and they are listening to an aide explain the difference between long and short vowels.
4. The student being observed is telling a fellow student how to spell the word, giraffe.
5. The student being observed is sitting in a group with three other students and a teacher and is listening to one of the other students read a story out loud.
6. The student being observed is doing workbook exercises by himself at his desk.

7. The student being observed is sitting in a class of twenty students. Another student is answering the teacher's question, "The word cumbersome means rough."
8. An aide and the student being observed are practicing writing letters of the alphabet together.
9. The student being observed is picking out a book from the library corner in the back of the room. The rest of the class of ten students is listening to the teacher read a story out loud to them.
10. The student being observed is sitting with a group of students who are following along in their books as the teacher reads a story.
11. The aide and the teacher are listening to the student being observed read a story to them.
12. The student being observed says to a neighboring student, "I finished my story before you did."

Answers to this practice exercise are found on page 54.

Practice Exercise #2 for Coding Group of Instruction

Directions: On a separate piece of paper, number the page from 1-12. Next to the corresponding number of the practice exercise item, identify the Group of instruction as Teacher, Other Adult, Peer, or Alone.

Example: The teacher is reading a story aloud to three students, one of whom is the student being observed.

Answer: Teacher

1. The student being observed is helping another student staple displays on the bulletin board.
2. The student being observed is working alone with the teacher at her desk on pronunciation rules.
3. The student being observed is sitting in a class of twenty students who are watching a controlled reader. The teacher is watching the students.
4. The teacher stops at the desk of the student who is being observed and corrects his spelling.
5. The teacher is telling the class of ten students how to alphabetize words when one student says to the student who is being observed, "What page are we on?"
6. The teacher is reading aloud to a group of students, one of whom is the student being observed.

7. The student being observed is standing in the back of the room looking out the window while the rest of the students in the class finish their workbook exercises.
8. The student being observed is standing in the back of the room looking out the window when the teacher calls to him, "Sam, sit down and finish your workbook exercises!"
9. The student being observed is drawing a picture at his desk.
10. The student being observed is in a line of ten other students who are waiting to be dismissed for recess by the aide.
11. The teacher and an aide are watching the student being observed who is acting out a story to other students in the group.
12. The student being observed is in a group of students who are discussing a story with the teacher.

Answers to this practice exercise are found on page 55.

Content of Instruction

The "Content of instruction" refers to the type of instructional or non-instructional activity that the student you are observing is engaged in when the sweep-hand of the stopwatch crosses the 15 or 30 second mark. There are twelve categories used to describe the Content of instruction. Four of these categories are related specifically to reading activities (Comprehension, Pronunciation and Word Recognition, Language Structure, and Reading Silently). Eight other categories are used to describe other instructional activities (Spelling, Writing, Listening Instruction, Non-Reading Instruction, Management Instruction, Positive Feedback, Negative Feedback, and Extraneous).

Reading activities include those activities by the teacher, other adult, machine, or students which include a printed stimulus in the form of letters of the alphabet, combinations of letters, words, phrases, sentences, and paragraphs. Reading activities do not include mathematical symbols, pictures, maps, or charts unless these objects are accompanied by written or printed letters, words, phrases, or sentences. Other instructional activities include management, instructional, and non-instructional activities in the classroom other than reading activities.

1. Reading: Comprehension

"Comprehension" during reading activities refers to those instances in which the teacher, other adults, machine, or students demonstrate understanding of what the students have read. Note that the category refers to situations where the students have at one time read or seen the printed material being discussed. (The material may have been read at some previous time.) It includes questions, statements, or actions such as defining a word, giving the meaning of a sentence, or interpreting a story.

Example 1: The teacher points to the word buff written on the board and says, "What does this mean?"

Example 2: T: "What words in the story helped you to see how the farm looked?"

Example 3: The student being observed says, "In that story Bob liked the lion."

Example 4: After the class has read the story Jack and the Beanstalk, the student being observed and other students act out the story while the teacher watches.

Example 5: The students have just read a story which contains the word parliament. The teacher asks, "Who can put this word in a sentence?"

Example 6: The student being observed is drawing a picture about a story he has read.

2. Reading: Pronunciation and Word Recognition

"Pronunciation and Word Recognition" during reading activities refers to those instances in which the teacher, other adult, peer, machine, or the student you are observing pronounces aloud letter combinations, words, phrases, sentences, or stories. Note that this category refers to those situations where the student you are observing sees or is reading the printed material being pronounced. When only the teacher or only one student (not the student being observed) can read or see the printed material being pronounced, the activity is coded as Listening Instruction (Content category 7) except when the teacher, other adult, machine, or any student is dictating for the class to spell. In that case, code the activity as Spelling (Content category 5). This category also includes phonic rules which deal with pronunciation symbols and rules for vowel, consonant, and combination sounds. In addition, this category includes nonverbal actions such as pointing, writing, coloring, etc. that the student, teacher, other adult, or machine may use to indicate questions or answers to pronunciation and word recognition problems.

Example 1: S: "How do you pronounce this word?"

Example 2: An aide holds up a flashcard with the word giraffe written on it and says, "How many sounds in this word?"

Example 3: T: "Start thinking of words in which the letter o is long." (The letter o is written on the board)

Example 4: The student being observed is reading a story aloud to the class.

Example 5: The teacher reads a story aloud while the student being observed follows along in his book.

Example 6: In answer to the teacher's question, "Which word sounds like cat?" The student being observed points to the correct word.

Example 7: Following the directions on a worksheet the student you are observing colors the picture, the name of which begins with the same sound as the word red begins with.

Example 8: The student you are observing is writing the phonetic spelling of a word on the board.

Example 9: The student being observed is reading the definition of a word aloud.

3. Reading: Language Structure

"Language Structure" refers to the structure of a word, phrase, sentence, or paragraph. Note that this category refers to those situations where the student you are observing has read or seen the printed material being discussed. It involves punctuation, grammatical construction, and syllabification when it is done for the purpose of hyphenating a word. However, when words are broken into syllables in order to aid in the pronunciation of words, code this activity as Pron. & Wd. Rec. (Content category 2).

Example 1: The teacher asks, "What kind of punctuation follows a question?" The word punctuation is written on the board.

Example 2: The teacher points to wasn't on the board and says, "What letter was taken out and replaced with an apostrophe?"

Example 3: The teacher explains neither-nor construction to her class. The words neither and nor are written on the board.

Example 4: S: "Where do I put the hyphen in this word?"

4. Reading: Reading Silently

"Reading Silently" refers to all instances in which the student being observed is reading silently to himself or is silently looking at printed material.

Example 1: The student being observed is reading a story to himself at his desk.

Example 2: The student being observed is looking at a sentence written on the board to answer the teacher's question, "What's the noun in this sentence?"

Example 3: The student being observed is reading a paragraph in order to answer the teacher's question, "What did the boy do after the picture?"

5. Spelling

"Spelling" refers to instances in which words or parts of words are formed one letter at a time, aloud, to oneself, on the board, or on a sheet of paper. It also includes activities that have to do with individual letters of the alphabet and also alphabetizing activities. The dictation of words or sentences by the teacher or students so that the students can write out these words are also included as spelling activities. "Spelling" does not have to take place during reading activities. See Content special coding rule 3 for a further explanation, pages 32-33.

Example 1: S: "How do you spell pluck?"

Example 2: T: "Which of the words gnome or dwarf would come first in the dictionary?"

Example 3: The student writes the word glasses on the board.

Example 4: Aide: "What is the first letter in the word giraffe?"

Example 5: The teacher is dictating a list of vocabulary words for the students to spell correctly on their papers.

6. Writing

"Writing" refers to those specific activities in which the student being observed is creating or composing his own original work in terms of words, phrases, or sentences. The student may be actually writing his work or verbally composing it in order for someone else to write it down. This category does not include copying words, phrases, or sentences from the board or from a book. These latter categories should be coded as Spelling (Content category 5). Similarly, if the students are copying definitions from the dictionary or writing an answer to a question on the meaning of a story, code this activity as Comp. (Content category 1). If the student is copying the phonetic spelling of a word, code this activity as Pron. & Wd. Rec. (Content category 2).

Example 1: The student is writing a story about what he did last summer.

Example 2: The student is writing his own story about animals.

Example 3: The student is verbally composing a story about a make-believe town while an aide writes down the story for him. If the student watches as the aide writes, the activity would also be coded as Writing.

7. Listening Instruction

"Listening Instruction" includes questions, statements, and actions which refer to reading material that has been or will be read to the student being observed but which the student himself has not seen or read. Also included are instances where some person is reading aloud to the student being observed when the material that is being read is not available to the students. When the student being observed is listening to a machine presenting the material this cannot be coded as Listening Instruction.

An exception to this category is dictation. When a person other than the student being observed reads words or sentences aloud in order for the student being observed to spell them, code this activity as Spelling (Content category 5).

Example 1: The student being observed listens as the teacher reads him a story. The student does not have any books.

Example 2: The aide has just read a story to her class. She asks the class, "What did the boy in the story do?" The students do not have the books.

Example 3: The teacher is reading a story to her class. She stops and says, "Doorbell is a new word. Let's all say it together." The students do not have books.

Example 4: A student asks the teacher who is reading a story out loud to the class, "What does the word goat mean?" The students do not have books.

Example 5: The teacher is reading aloud a list of words to the students. After she has read the word shoelaces she asks, "Can you point to your shoelaces?" The students cannot see the list.

Example 6: The class is about to read a story on the meaning of coat of arms and the teacher is explaining the origin of the term. NOTE: If the teacher had written the words coat of arms on the board before she gave her explanation, her explanation would then be coded as Comprehension (Content category 1).

8. Non-reading Instruction

"Non-reading Instruction" activities are those activities in the classroom which are instructional in content but are not specific reading activities or activities which refer to material that has been read to the students. Non-reading activities can include mathematical symbols, pictures, maps, charts, or other objects when these objects are not accompanied by written or printed letters, words, phrases, or sentences.

Example 1: T: "What holiday did we observe yesterday?"

Example 2: T: "See the new growth on this piece of moss that I brought in to show you."

Example 3: The teacher shows the class a picture of a spider and says, "Tell me one fact about a spider."

Example 4: The student being observed is cutting out pictures from a magazine and pasting them onto construction paper.

9. Management: Instruction

"Management Instruction" includes instances when the student being observed is paying attention to transitional activities, managing activities, and directing activities performed by the teacher, other adult, machine or students that facilitate the instruction taking place during reading or other instructional activities.

Transitional activities include changes from one Content category to another Content category.

Management activities involve the movement of students and materials during instructional activities.

Directing activities include directions, statements, and management which may or may not include a printed stimulus.

NOTE: An additional explanation of this category is found in the Content special coding rule 8, p. 34.

Example 1: T: "Take out your books."

Example 2: The student being observed asks the teacher, "What should I do next?"

Example 3: The student being observed listens as the teacher says, "Open your book to page 304 and read the story."

Example 4: T: "Debby, your group is ready to come over here, so come on over."

Example 5: The student being observed is passing out homework papers.

Example 6: T: "Johnny, go to the back of the room and feed the gerbil."

Example 7: The student being observed has just been told to feed the gerbil and is walking to the gerbil's cage in the back of the room.

Example 8: The student being observed watches the teacher say to another student, "Paul, what are you doing?"

Example 9: T: "Yesterday we studied long vowel sounds and today we are going to study short vowel sounds."

Example 10: S: "Where's the red crayon?"

10. Positive Feedback

"Positive Feedback" includes instances when the student being observed is paying attention to actions or words by the teacher, other adult, or machine that praise or encourage the activities of himself or others in the classroom, regardless of whether these actions occur during reading or non-reading activities.

Example 1: The teacher says to the student being observed, "Very good, John."

Example 2: An aide says to the student being observed, "You read that paragraph out loud very well, Betty."

11. Negative Feedback

"Negative Feedback" includes instances when the student being observed is paying attention to actions by the teacher, other adult, or machine that indicate to a person in the classroom that his answer is wrong or that discipline persons in the classroom for their actions regardless of whether these actions occur during reading or non-reading activities.

Example 1: T: "Class, be quiet."

Example 2: T: "No, that's the wrong answer."

12. Extraneous

"Extraneous" includes instances when the student being observed is paying attention to irrelevant or incidental comments or actions that are not codeable in any other category. It also includes administrative functions, activities related to entering or leaving the classroom, daydreaming, movement which is not related to instruction or without apparent purpose, and questions or statements which refer to personal activities occurring outside the classroom. Non-instructional games, such as "Checkers," which do not include a printed stimulus, should be coded as Extraneous. When the student being observed gives positive or negative feedback, or receives positive or negative feedback from another student, this should be coded as Extraneous.

Example 1: The student being observed asks the teacher to sign his late slip.

Example 2: The student being observed listens as the teacher says, "Line up at the door for recess."

Example 3: The student being observed listens as the teacher says, "All right, class, clean up and get ready for your next class."

Example 4: The student being observed leans over to his neighbor and says, "What are you doing after school?"

Example 5: The student being observed is daydreaming and staring out the window.

Example 6: The teacher is whispering something in the ear of the student being observed. (If the observer cannot hear what is being whispered, this should always be coded as Extraneous.)

Example 7: The student being observed is staring at the observer.

Example 8: The student being observed has left his seat and is walking across the room. His purpose is not known.

Special Coding Rules for Content Categories

The following rules apply to special situations within the Content categories.

Rule 1

If the student answers, "I don't know" or if a student gives a wrong answer to a question, these responses should always be coded as if they were correct responses within the appropriate Content situation.

Example: T: "How do you spell <u>beagle</u> ?"	Code 5
S: "b-e-e-g-u-l"	Code 5

Rule 2

The "carry-over" effect: Activities directly related to the instructional activity that is the focus of the teacher-student interaction should always be coded in that category which describes the focus of the instruction. For example, pauses in the instruction that occur whenever the teacher is waiting for a student to answer her question, or whenever the teacher is asking the students if they agree with an answer, should be coded as part of the corresponding category.

Example 1: T: "How do you pronounce this word?"	Code 2
(pause)	Code 2
Students raise their hands to indicate they want to answer the question.	Code 2
S: "beagle"	Code 2
T: "Is she right?"	Code 2
(pause)	Code 2
S: "Yes."	Code 2

Example 2:	T: "Which word comes first in the dictionary, <u>apple</u> or <u>zebra</u> ?"	Code 5
	S: "I know. I know. Let me answer."	Code 5
Example 3:	T: "Write a fact about 5 of these 10 animals."	Code 9
	S: "I can write about all of them."	Code 9
Example 4:	Teacher is alphabetizing words on the board.	Code 5
	S: "Yea. I got them all right."	Code 5

Rule 3

Writing activities by the teacher, other adult, or student should always be coded in the appropriate Content category which describes the activity that the teacher, other adult, or student is doing. Whenever the intent of the teacher's or student's activity is not known, the writing activity is coded as Spelling activity. (Content category 5)

Example 1:	The student you are observing is copying a sentence that is written on the board.	Code 5
Example 2:	The teacher writes <u>kan/ch n(t)s</u> on the board as the phonetic spelling for <u>conscience</u> .	Code 2
Example 3:	The student writes the definition of a word on the board.	Code 1

Example 4: The student being observed is copying definitions of words from a dictionary. Code 1

Example 5: The student is writing a list of words, separating each word into syllables. Code 3

Rule 4

Explanations by the student, teacher, other adult, or machine which seem to go beyond printed reading stimulus but are clearly related to the reading stimulus are still coded as part of that ongoing instructional activity.

Example: The class has just read a poem about bees and the student being observed tells about his personal experience with bees. Code 1

Rule 5

When the student being observed is paying attention to the teacher and the teacher is talking to a non-student, code the Content of this activity as Management Instruction, or Extraneous (Content categories on 9 or 12). This rule also applies when an other adult is talking to a non-student.

Example 1: The student being observed is paying attention to the teacher who is telling an aide, "Mrs. Smith, why don't you help Sally now." Code 9

Example 2: The student being observed is paying attention to the teacher who is telling an aide, "My, isn't that a pretty sweater!" Code 12

Rule 6

When both verbal and nonverbal activities are occurring simultaneously, only the verbal activity should be coded.

Example: The student being observed is writing his name on a piece of paper as he tells his neighbor, "I took my dog to the vet last night."	Code 12
--	---------

Rule 7

When the student being observed is paying attention to the observer code this activity as Extraneous (Content category 12).

Rule 8

Specific questions that are worded in the form of directions should be coded under the appropriate Content category; not under Management Instruction (Content category 9).

Example 1: T: "Tell me how to pronounce this word."	Code 2
Example 2: T: "Show me where the apostrophe goes in this word."	Code 3
Example 3: T: "Multiply 2 x 8 and tell me the answer."	Code 8
Example 4: T: "Write the correct spelling of <u>giraffe</u> ."	Code 5

Rule 9

When the student being observed is listening to a machine presenting the material, this cannot be coded as Listening Instruction (7) unless the student can see someone reading that material aloud from some text.

- | | | |
|------------|--|--------|
| Example 1: | The student you are observing is watching a TV program in which an adult is reading a story aloud from a book which is clearly visible to him. | Code 7 |
| Example 2: | A tape recorder is reading the story of <u>Jack and the Beanstalk</u> to the student being observed who does not have any books. | Code 8 |

Table 3

Abbreviations for Content Categories

<u>Categories</u>	<u>Abbreviations</u>
Reading	
1. Comprehension	1. Comp.
2. Pronunciation and Word Recognition	2. Pron. & Wd. Rec.
3. Language Structure	3. Lang. Struc.
4. Reading Silently	4. Rdg. Silently
Other Instructional	
5. Spelling	5. Sp.
6. Writing	6. Writing
7. Listening Instruction	7. List. Inst.
8. Non-Reading Instruction	8. Non-Rdg. Inst.
9. Management Instruction	9. Man. Inst.
Other	
10. Positive Feedback	10. Pos. Fdbk.
11. Negative Feedback	11. Neg. Fdbk.
12. Extraneous	12. Ex.

Table 4

Coding Sheet for Coding Content of Instruction Only

Name of Observer _____

Date _____

Teacher _____

Time Start _____ Finish _____

Third of Class 1 2 3 SP

School _____

Grade _____

City _____

<u>Reading</u>	<u>Content</u>	<u>Other</u>
1. Comp. 2. Pron. & Wd. Rec 3. Lang. Struc. 4. Rdg. Silently	5. Sp. 6. Writing 7. List. Inst. 8. Non-Rdg. Inst. 9. Man. Inst.	10. Pos. Fdbk. 11. Neg. Fdbk. 12. Ex.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.

Practice Exercise #1 for Coding Content of Instruction

Directions: On a separate piece of paper, number the page from 1-25. Read the practice exercise item and identify the Content which describes the item. Opposite the number of the item, write the number of the appropriate category as found in Table 3.

Example: The student being observed listens as the teacher asks, "How do you say this word?"

Answer: 2

1. The student being observed asks, "What's the meaning of the second word?"
2. The teacher says to the student being observed, "If you were to write that word the way it is pronounced, how would you write it?"
3. The teacher says, "Find the word dilapidated in the story."
4. As the teacher passes back the students' spelling tests, she says, "You did very well on your spelling tests."
5. After reading the phrase two-thirds in a story, the teacher asks the student being observed, "Who can draw me two-thirds of something on the board?"
6. When the student being observed pauses before an unfamiliar word in a story he is reading aloud, the teacher asks, "What do you do when you don't know the word?"
7. The teacher dictates a sentence to all students in the class. They write the sentence on their papers.

8. The teacher writes the word deafen on the board and says to the student being observed, "What is the suffix of this word?"
9. During a spelling test, the teacher says to the student being observed, "Jill, eyes down!"
10. The class is discussing Eskimos and the student being observed says, "I don't have any cavities."
11. The teacher interrupts dictation by saying, "Did you hear about the flash flood in Texas yesterday?"
12. The teacher dictates words and the students write them on their papers.
13. The student being observed silently waits for the teacher to dictate the next sentence.
14. In answer to the teacher's question, "How do you say this word?" the student being observed replies, "I don't know."
15. The teacher says to the student being observed, "I don't think that's the right answer, Jimmy."
16. The student being observed asks, "What punctuation is in the word wasn't?" The word wasn't is written on the board.
17. The teacher asks her class, "Do you know that England also has a red, white, and blue flag?" The students have not read about the English flag.
18. The teacher reads a story aloud to the students, one of whom is the student being observed. The students do not have the story in front of them.

19. After the student being observed tells the teacher that it is reading time, the teacher replies, "Yes, thank you for reminding me."
20. The student being observed listens as the teacher announces, "I'm going to put the first six words on the board."
21. The students have just read the sentence, A lion roars, and the teacher asks them, "How many of you have ever seen a lion?"
22. The teacher asks, "How many of you need paper?"
23. The student being observed is reading a short story silently.
24. The student being observed is writing a paragraph of his own composition about rabbits.
25. The teacher has just read a story aloud to her class. They do not have the story in front of them. She asks, "What was the meaning of the word rough in that story?"

Answers to this practice exercise are found on page 56.

Practice Exercise 3 for Coding Content of Instruction

Directions: For this practice exercise, write the code number of the appropriate Content category above the first word of each sentence. The category number should describe the Content of each sentence.

Teacher: Today we're going to begin a study of some of the passages of the Bible in order to see how its authors used symbols and images in their stories. (Writes the word symbol on the board.) All right then, a symbol is something which stands for or represents something else. Now this "thing" can be a word, a phrase, an object. Pete pointed out an object in the room which symbolized something else. The flag represents the U.S.A., freedom, etc. In the Bible, we'll be reading some prose and some poetry which include words used as symbols. Once the symbols are understood, it should be easier for you to comprehend what the authors are saying - the opinions that they are expressing. The first selection to read today is one that I'm sure most of you are familiar with - Psalm 23. Since you all have your own versions of the Bible, I can't give you a page number, but the book of Psalms can be found about midway through the Old Testament. And they're numbered in order. (Give students time to find Psalm.) Would everyone now take a few minutes to read the psalm to himself, then we'll have someone read it aloud. (Pause to read.) Who will volunteer to read the psalm aloud? Jane?

Jane: 1 The Lord is my shepherd; I shall not want.
2 He maketh me to lie down in green pastures: he leadeth me
beside the still waters.
3 He re-stor-eth my soul: he leadeth me in the paths of riches-ness for his name's sake.

4 Yea, though I walk through the valley of the shadow of death,
I will fear no evil: for thou art with me; thy rod and
thy staff they comfort me.

5 Thou preparest a table before me in the presence of mine
enemies: thou anointest my head with oil; my cup
runneth over.

6 Surely goodness and mercy shall follow me all the days of my
life: and I will dwell in the house of the Lord forever.

Teacher: Fine, Jane. A good reading. But a few of those words gave a
little trouble. Let's go back to clear them up. First, you'll
notice the old fashioned endings on some of the words. Can you
pick those out? Pete?

Pete: Yea. There is maketh, leadeth, restoreth, leadeth (again), thou,
thy, thy (again), thou (again), preparest, and mine sounds funny
where it is, thou (again), anointest (whatever that means),
runneth, and ... that's all.

Teacher: Good, Pete, I think you got them all. Now what about the "eth"
endings? How do we end these same words today? John?

John: "s", like makes, runs, leads.

Teacher: And what about the "thous" and "thys"? Debbie?

Debbie: The Quakers say that. And I think the Pennsylvania Dutch. They
all talk like that. One time we got off the Pennsylvania
Turnpike and went to eat in a place where they had that kind of
food and you should have seen how they dress and everything.

Teacher: I think you're talking about the Amish, Debbie. Let's go back to what you said at the beginning about the Quakers. Some of them still do use thou and thy. But do you know what they mean?

Debbie: Sure. That's their way of saying "you" and "your" and stuff like that.

Teacher: You and your. That's right. But I'm not so sure it's an unusual way of saying things. After all, we're used to the way the commandments say "Honor thy father and thy mother." It's just that we've become a little less formal in the way we address people nowadays. The same thing goes for the "eth" endings that we've changed to s's as John said before. There were a few other words that I'd like to check on before we go into the meaning of the poem itself. Does anyone know the meaning of restore? Jeff?

Jeff: To put back again, like when you restore old furniture.

Jim: Yea, or a house or something.

Amy: They do that with paintings, too. We learned that in Art class. They scrape all the dirt off them and the colors get bright again.

Teacher: OK. Fine. Now let's look at the words surrounding the word restore. "He restoreth my soul." Do you think the poet is talking about taking something off your soul so that it will get bright again? Jane?

Jane: Well, sort of. I guess in a way, when you do something wrong, your soul shows it. I guess if it was something you could see - I mean your soul - maybe it'd get darker or something. Then when you did something good, it would sort of get clean again.

Teacher: Well, I'm not so sure that that's what the poet means here, but at least you've got the meaning of restore. Now, what about righteousness? Amy, read verse number 3 again, please.

Amy: "He restoreth my soul: he leadeth me in the paths of righteousness for his name's sake."

David: That means good or something 'cause the Lord would be taking you down the road to good, not bad.

Teacher: Pete?

Pete: What about justice, like "he leadeth me in the paths of justice"?

Teacher: Good, Pete. Now one more word - anoints. Does anyone know what anoints mean? Chip? Why don't you read the sentence with the word in it?

Chip: "Thou anointest my head with oil." It must mean to put on or something - that sounds icky!

Teacher: To us it might, I guess. But that was a Hebrew custom that showed when a person was favored or someone special. We'll get into that a little more later. What about someone figuring out a word to substitute for anoints in the sentence? Carol?

Carol: Covers?

Teacher: Speaking of icky! I doubt that he was referring to that much oil, Carol.

Debbie: How do you know? Maybe they had strange customs, too.

David: What about mark? He "marks my head with oil" 'cause you said it had something to do with marking somebody special.

Teacher: Good, Dave. Let's get back to the symbols being used. Pete said that a symbol is something which stands for something else. The poet here is David - the same person who as a boy killed Goliath.

Joe: You mean the kid with the slingshot? That was a cool story.
He hit that guy right in the head - splat! Really knocked him out.
He couldn't have grown up to be a poet - after bein' such a hero -
that's goofy.

Teacher: Well, he did. Maybe sometime you'd like to read some of the
other parts of the story of David to see how he grew up.
He was quite a hero, but he was also a poet. Anyway, to get
back to the psalm, can anyone figure out what symbol David is
using for God? Debbie?

Debbie: The Lord?

Teacher: No, that's just another word for the same person. Chip?

Chip: A shepherd?

Teacher: Right. See if you can pick out other words that continue the
image of the shepherd and the countryside - Rich?

Rich: "Green pastures...valley...and rod and staff" - aren't those things
shaped like a question mark that the shepherds in pictures always
are carrying?

Teacher: You're right, Rich. Anyone else have other suggestions? John?

John: What about "still waters" - that's country. Besides you always
have to have water near where your sheep are grazing.

Pam: And "leading me" because that's what a shepherd does with his
sheep...and paths because that's where he leads them.

Teacher: Fine. Now read through the poem again and find the relationship
between the shepherd and his sheep. (Pause) Jeff?

Jeff: I guess it would be the same as between any shepherd and his sheep.
They depend on their shepherd for food and water. He leads them
around.

Teacher: Then what do you suppose David is saying about his Lord? Jane?

Jane: That the Lord is like his shepherd. That makes him the sheep, and the Lord leads him around.

Rich: Yeh, and that he depends on the Lord for his food and everything.

Debbie: But that's not true. The Lord doesn't give everybody their food. They work to get money, then buy the food like we do.

Pete: Yeh, but, like who provides the jobs and who gives you the brains to learn a job so you can get the job?

Debbie: Well...

Teacher: I think we're getting into personal beliefs here. It'll be hard not to during our discussions. But to get back to the poet himself, why do you think David chose to use the symbol of a shepherd?

Tim: 'Cause he thought sheep were cool - right?

Teacher: If a cartoonist were going to represent the U.S., why would he be likely to use the national symbol of the eagle?

John: 'Cause everybody knows that.

Teacher: OK, so?

Roseanne: Oh, I get it.

Pete: You always do.

Teacher: How do you mean, Roseanne?

Roseanne: Well, everybody here knows the eagle. So everybody then must have known a lot about sheep. I guess there were a whole lot of farmers or something.

Teacher: Right - this is basically true. A poet will generally use symbols that his audience of readers will be familiar with. To sum up then, we have here one of the most famous poems in the Bible. It's a

poem in which the main symbol being used is the shepherd. It's a poem in which the mood of comfort and peace is brought out through David's choice of certain words and phrases. It's easy to see why so many people "in the valley of the shadow of death"- those people who are sick or dying or those who have just lost someone close to them find this Psalm very important in their lives. Some of you may remember seeing Governor George Wallace reciting the Psalm at a special Mass said for him shortly after his serious injury. Would someone read the poem once more aloud now that we've studied its meaning more closely and can appreciate it more fully? Jane read the first time - let's have someone else - Jim?

Jim: Do you want me to read the old fashioned version or the modern one we figured out?

Teacher: Try the old one again, Jim. I think it'll come much easier now and it's really considered a classic.

Jim: OK - here goes!

The Lord is my shepherd; I shall not want.
He maketh me to lie down in green pastures; he leadeth me
beside the still waters.

He restoreth my soul: he leadeth me in the paths of righteousness
for his name's sake.

Yea, though I walk through the valley of the shadow of death, I
will fear no evil: for thou art with me; thy rod
and thy staff they comfort me.

Thou preparest a table before me in the presence of mine
enemies; thou anointest my head with oil; my cup
runneth over.

Surely goodness and mercy shall follow me all the days of
my life: and I will dwell in the house of the Lord
forever.

Group-Content Combination

All of the classroom observations that will be used to collect data on student activities during reading instruction will use the coding form presented in Table 5. Note that this coding sheet includes the Group categories denoted by the four columns (Teacher, Other Adult, Peer, Alone) and the Content categories denoted by the numbers 1-12. Your task as an observer is to code each activity which takes place as the hand of the stopwatch crosses the 15 or 30 second mark during each 15 minute observation period in the classroom into one of these Group-Content combinations.

Therefore, you are required to make two decisions as the hand of the stopwatch crosses the 15 or 30 second mark:

- (1) What is the Group of instruction?
- (2) What is the Content of instruction?

The two-dimensional answer to these questions is represented by a column denoting the Group and a number denoting the Content category. For example, if a teacher is pronouncing a word aloud to a group of three students, one of whom is the student being observed, the observer should mark the number "2" (Pronunciation & Word Recognition) in the "Teacher" column.

In the following practice exercise write the Content number and the name of column which represents the appropriate Group for each item.

Table 5

Coding Sheet for Coding Group - Content Combination

Name of Observer _____

Date _____

Teacher _____

Time Start _____ Finish _____

Third of Class 1 2 3 SP

School _____

Grade _____

City _____

Content

Reading

1. Comp.
2. Pron. & Wd. Rec.
3. Lang. Struc.
4. Rdg. Silently

Other Instructional

5. Sp.
6. Writing
7. List. Inst.
8. Non-Rdg. Inst.
9. Man. Inst.

Other

10. Pos. Fdbk.
11. Neg. Fdbk.
12. Ex.

Group

Teacher

Other Adult

Peer

Alone

Practice Exercise #1 for Coding Group-Content Combination

Directions: On a separate piece of paper, number the page from 1-25. Opposite the number of the item, write the name of the Group category and the number which represents the appropriate Content category.

Example: The student being observed says to the teacher, "The word rough means hard."

Code: Teacher - 1

1. The student being observed is in a group of three students and asks the teacher, "What's the meaning of the second word in that sentence?"
2. There is silence in the room while the teacher waits for a group of students, one of whom is the student being observed, to answer the question, "How do you spell giraffe?"
3. An aide and ten students, one of whom is the student being observed, are reading aloud together a story from their reading book. The teacher watches and listens to them.
4. The teacher and the student being observed listen to a record player tell the story of Sleeping Beauty. The student does not have a book.
5. The aide is talking and giving a spelling homework assignment to the class of 15 students, one of whom is the student being observed.
6. The student being observed is listening as the teacher is talking to an aide about the activity the student should do next.

7. The teacher is writing the phonetic spelling of conscience on the board while the student being observed is reading a book silently.
8. The teacher listens as the aide tells the student being observed, "Johnny, read the first paragraph."
9. The teacher tells a group of five students, one of whom is the student being observed, "You all got 100% right on your spelling tests -- that's very good."
10. An aide is watching the student being observed who is next to her desk, writing answers to questions about the story he just read.
11. The teacher is writing math problems on the board while the 25 students in the class are doing spelling exercises silently at their desks.
12. The student being observed and another student are listening to a tape recording of a story as they follow along in their books.
13. The student being observed is in the back of the room with a machine. A word flashes on the screen and the student and the machine are supposed to pronounce the word together. The student mispronounces the word.
14. The students have just read a story about animals in Africa. The teacher asks the student being observed, "Have you ever seen a lion?"
15. A student has just asked the student being observed which page the assignment is on. The student being observed holds up his book and points to the correct page.
16. The teacher is listening to the student being observed in a group of five students recite multiplication tables.

17. There is silence as the teacher is waiting for the student being observed in a class of 15 to answer the question, "What two words does the contraction wasn't stand for?" The word contractions is on the board.
18. In the middle of the aide's explanation to the class of 20 students on how to look up words in the dictionary, the student being observed calls to the teacher, "Ellen took my pencil!"
19. Seven students, one of whom is the student being observed, are reading aloud together the definition of travois from the dictionary.
20. The aide is telling a group of 5 students, one of whom is the student being observed, what the next day's project in art class will be.
21. The students in the class listen to an aide read a story aloud to them as they follow along in their books.
22. The student being observed listens as another student answers the teacher's question by spelling the word sidewalk.
23. The five students in the class, one of whom is the student being observed, are talking about what they are going to do after school.
24. The students are supposed to be reading at their desks. A student whispers loudly to the student being observed, "Come to my house after school."
25. An aide is watching while three students in the class, one of whom is the student being observed, listen to a record which recites the alphabet. The students are not looking at the alphabet.

Answers to this practice exercise are found on page 57.

APPENDIX: Answer Keys for Practice Exercises

Answer Sheet for Practice Exercise #1
Coding Group of Instruction

1. Teacher (See Group special coding rule 1, p.15)
2. Teacher
3. Other Adult
4. Peer
5. Teacher
6. Alone
7. Teacher
8. Other Adult
9. Alone
10. Teacher
11. Teacher (See Group special coding rule 1, p.15)
12. Peer

Answer Sheet for Practice Exercise #2
Coding Group of Instruction

1. Peer
2. Teacher
3. Teacher
4. Teacher
5. Peer
6. Teacher
7. Alone
8. Teacher
9. Alone
10. Other Adult
11. Teacher (See Group special coding rule 1, p. 15)
12. Teacher

Answer Sheet for Practice Exercise #1
Coding Content of Instruction

- | | |
|--------|--|
| 1. 1 | 13. 5 (See Content special coding rule 2, p. 31) |
| 2. 2 | 14. 2 (See Content special coding rule 1, p. 31) |
| 3. 2 | 15. 11 |
| 4. 10 | 16. 3 |
| 5. 1 | 17. 8 |
| 6. 2 | 18. 7 |
| 7. 5 | 19. 10 |
| 8. 3 | 20. 9 |
| 9. 11 | 21. 1 (See Content special coding rule 4, p. 33) |
| 10. 12 | 22. 9 |
| 11. 8 | 23. 4 |
| 12. 5 | 24. 6 |
| | 25. 7 |

Answer Sheet for Practice Exercise #1
for Coding Group-Content Combination

- | | |
|--|---|
| 1. Teacher - 1 | 14. Teacher - 1 (Content Special
Coding Rule 4, p. 33) |
| 2. Teacher - 5 (Content
Special Coding Rule 2, p. 31) | 15. Peer - 9 |
| 3. Teacher - 2 (Group Special
Coding Rule 1, p. 31) | 16. Teacher - 8 |
| 4. Teacher - 8 | 17. Teacher - 3 |
| 5. Other Adult - 9 | 18. Teacher - 12 |
| 6. Teacher - 9 (Content Special
Coding Rule 5, p. 33) | 19. Peer - 2 |
| 7. Alone - 4 | 20. Other Adult - 9 |
| 8. Teacher - 9 | 21. Other Adult - 2 |
| 9. Teacher - 10 | 22. Teacher - 5 |
| 10. Other Adult - 1 | 23. Peer - 12 |
| 11. Alone - 5 | 24. Peer - 12 |
| 12. Peer - 2 | 25. Other Adult - 5 |
| 13. Alone - 2 (Content Special
Coding Rule 1, p. 31) | |

Part II: TRAINER'S MANUAL

TRAINING SCHEDULE

Sunday Evening

- 7:00 - 8:30
- a) History, purpose, goals of project
 - b) Hand out stopwatches
 - how to wind them
 - how to read them for coding
 - c) Hand out clipboards, paper tablets, and pencils
 - attach stopwatches to clipboards
 - d) Hand out Observer's Manual and let observers read pages 1-11.
 - e) Discuss rules for observing page by page
 - courtesy rules for observing
 - how to observe
 - general coding rules
 - two dimensional coding
 - procedures for coding and scheduling
 - f) Discuss meaning of reliability check
 - g) Discuss definitions and examples of GROUP dimensions and special coding rules
 - h) Practice Exercise #1 for GROUP
(This is a written exercise found on page 17 of this report.)
 - ask observers to number a sheet of paper from 1-12
 - have them write their codings on that sheet of paper
 - discuss their codings after they check the answer sheet found on page 54 of this report

Monday Morning

- 8:00 - 9:00 a) Review rules for observing
- courtesy rules for observing
 - how to observe
 - general coding rules
 - two dimensional coding
 - procedures for coding and scheduling
- b) Review definitions and examples of GROUP dimension
- c) Practice Exercise #2 for GROUP
(This is a written exercise found on page 19 of this report.)
- ask observers to number a sheet of paper from 1 to 12
 - have them write their codings on that paper
 - discuss their codings after they check the answer sheet found on page 55 of this report.
- 9:00 - 9:45 Drive to schools
- 9:45 - 10:00 Observers meet teachers and become familiar with the classrooms. Observers practice coding GROUP using their own stopwatches
- 10:00 - 10:45 Observers in different pairs obtain either two or three separate 15-minute observations, using one stopwatch in a practice reliability study. Observers should only practice coding the GROUP dimensions

Monday Afternoon

(The assistant trainer should prepare the morning's reliability studies for analysis while the trainer conducts the training session.)

- Noon - 1:00 Lunch and return to training site
- 1:00 - 1:10 Observers total frequencies on morning's codings
- 1:10 - 1:30 Discuss questions from morning's codings. Be sure to try to get the observers to be honest with their problems so that these problems can be talked about and resolved as soon as they occur. Otherwise the problems will be obvious when you look at the reliability data.
- 1:30 - 2:00 Observers read CONTENT category definitions 1 through 4
- 2:00 - 2:30 Discuss CONTENT categories 1 through 4
- 2:30 - 2:45 Break
- 2:45 - 3:00 Observers read CONTENT categories definitions 5 through 12
- 3:00 - 3:15 Discuss CONTENT categories 5 through 12
- 3:15 - 3:30 Observers read special coding rules
- 3:30 - 3:45 Discuss special coding rules
- 3:45 - 4:30 Practice Exercise #1 for CONTENT

(This is a written exercise found on page 38 of this report.)

- ask observers to number a sheet of paper from 1-25
- have them write their codings on that sheet of paper
- discuss their codings after they check the answer sheet found on page 56 of this report.

Tuesday Morning

8:00 - 8:20 Trainer reads aloud items from Practice Exercise #1 for CONTENT and discusses items one by one.

8:20 - 9:00 Practice Exercise #2 for CONTENT
(This exercise is on audio-tape and is read item by item. The text and answers are found on page 70 of this report.)

- ask observers to number a sheet of paper from 1-25
- have them write their codings on that paper
- start the audio-tape for Practice Exercise #2 for CONTENT
- when tape is finished, discuss their codings

9:00 - 9:45 Drive to Schools

9:45 - 10:05 Observers practice coding CONTENT but each uses own stopwatch

10:05 - 10:35 Observer pairs use one stopwatch, two 15 minute reliability checks for CONTENT

10:35 - 10:50 Observer pairs practice coding GROUP but each observer uses own stopwatch

10:50 - 11:10 Observer pairs, one 20 minute reliability check for GROUP using one stopwatch

Tuesday Afternoon

(The assistant trainer should prepare the morning's reliability studies for analysis while the trainer conducts the training sessions)

11:15 - 1:00 Lunch and return to training site

1:00 - 1:15 Observers total frequencies from morning's codings

1:15 - 1:30 Discuss questions from morning's codings

1:30 - 2:30 Practice Exercise #5 for GROUP-CONTENT to be coded for CONTENT only
(This exercise is a written script on audio-tape. The text and answers are found on page 104 of this report.)

--ask observers to write their codings on a sheet of paper. This practice exercise is to be coded with each observer using his own stopwatch.

--start the audio-tape for Practice Exercise #5 for GROUP-CONTENT

--stop the tape every once in a while and discuss their codings.

2:30 - 2:45 Break

2:45 - 3:30 Practice Exercise #4 for CONTENT.
(This is a written script on audio-tape and uses colored slides and buzzes. The text and answers are found on page 81 of this report.)

--ask observers to number a sheet of paper from 1-26

--have them write their codings on that paper

--start the audio-tape for Practice Exercise #4 for CONTENT and coordinate the tape with the slides

--when tape is finished, discuss their codings

3:30 - 4:30 Practice Exercise #1 for GROUP-CONTENT
(This is a written exercise found on page 51 of this report.)

--ask observers to number a sheet of paper from 1-25

--have them write their codings on that sheet of paper

--discuss their codings after they check the answer sheet found on page 57 of this report.

Tuesday Afternoon (Con't)

4:30

Assign Practice Exercise #3 for CONTENT for homework.
It is found on page 41 of this report. Tell
observers to come and talk over problems individually.
Give out answer sheets on Wednesday afternoon.

Wednesday Morning

8:00 - 8:30 Repeat Practice Exercise #2 for CONTENT
(This exercise is on audio-tape and is read
item by item. The text and answers are found
on page 70 of this report.)

- ask observers to number a sheet of paper
from 1 to 25
- have them write their codings on that paper
- start the audio-tape for Practice Exercise
#2 for CONTENT
- when tape is finished, discuss their codings

8:30 - 9:15 Drive to schools

• 9:15 - 9:30 Observers use own stopwatches and practice coding
CONTENT

9:30 - 10:00 Same observer pairs use one stopwatch and do two 15
minute reliability checks coding CONTENT

10:00 - 10:20 Observers use own stopwatch and practice coding
GROUP-CONTENT combined

10:20 - 11:10 Two different observer pairs use one stopwatch for
two 15 minute reliability checks coding GROUP-CONTENT
combined

Wednesday Afternoon

(The assistant trainer should prepare the morning's reliability studies for analysis while the trainer conducts the training session)

- 11:15 - 1:00 Lunch and return to training site
- 1:00 - 1:20 Observers total frequencies from morning's codings
- 1:20 - 1:45 Discuss questions from morning's codings and pass out Practice Exercise #3 for CONTENT answer sheets
- 1:45 - 2:30 Practice Exercise #2 for GROUP-CONTENT
(This exercise is on audio-tape and is read item by item. It uses colored slides. The text and answers are found on page 90 of this report.)
- ask observers to number a sheet of paper from 1-24
 - have them write their codings on that paper
 - start the audio-tape for Practice Exercise #2 for GROUP-CONTENT and coordinate it with the colored slides
 - when tape is finished, discuss their codings
- 2:30 - 2:45 Break
- 2:45 - 3:30 Practice Exercise #3 for GROUP-CONTENT
(This exercise is a written script on audio-tape and uses colored slides and buzzes. The text and answers are found on page 94 of this report.)
- ask observers to number a sheet of paper from 1-26
 - have them write their codings on that paper
 - start the audio-tape for Practice Exercise #4 for GROUP-CONTENT and coordinate it with the color slides
 - when tape is finished, discuss their codings
- 3:30 - 4:30 Practice Exercise #4 for CONTENT to be coded for GROUP-CONTENT (This exercise is a written script on audio-tape and uses colored slides and buzzes. The text and answers are found on page 81 of this report.)
- ask observers to number a sheet of paper from 1-26
 - have them write their codings on that paper
 - start the audio-tape for Practice Exercise #4 for CONTENT and coordinate it with the colored slides
 - when tape is finished, discuss their codings

Thursday Morning

8:00 - 8:30 Repeat Practice Exercise #1 for GROUP-CONTENT
(This is a written exercise found in page 51
of this report.)

- ask observers to number a sheet of paper
from 1-25
- have them write their codings on that sheet
of paper
- discuss their codings after they check the
answer sheet found on page 57 of this report

8:30 - 9:15 Drive to schools

9:15 - 9:30 Each observer uses own stopwatch and practice coding
CONTENT

9:30 - 9:45 Observer pairs use one stopwatch and practice coding
GROUP-CONTENT

9:45 - 11:10 Three different observer pairs do three 20 minute
reliability checks for GROUP-CONTENT using one
stopwatch

Thursday Afternoon

(The assistant trainer should prepare the morning's reliability studies for analysis while the trainer conducts the training sessions.)

- 11:15 - 1:00 Lunch and return to training site
- 1:00 - 1:20 Observers total frequencies from mornings coding
- 1:20 - 2:00 Discuss questions from morning's codings
- 2:00 - 3:00 Repeat Practice Exercise #5 for GROUP-CONTENT
(This exercise is a written script on audio-tape. The text and answers are found on page 104 of this report.)
 - ask observers to write their codings on a sheet of paper. This Practice Exercise is to be coded with each observer using his own stopwatch
 - start the audio-tape for Practice Exercise #5 for GROUP-CONTENT
 - stop the tape every 2 minutes and discuss their codings
- 3:00 - 3:15 Break
- 3:15 - 4:45 Discuss Travel Vouchers and Administrative Details

Thursday Evening

8:00 - 9:00 Discuss reliability checks from the morning.

Friday Morning

- 8:00 - 8:20 Discuss observers' questions
- 8:25 - 9:10 Drive to schools
- 9:10 - 9:25 Observer pairs use one stopwatch and practice coding GROUP-CONTENT
- 9:25 - 11:10 At least three different observer pairs use one stopwatch and complete at least three different 20 minute reliability checks on two-dimensions in three different classrooms
- 11:20 - 12:00 Return to training site
- 12:00 - 12:30 Observers total frequencies from morning coding

Practice Exercise #2 for Coding CONTENT of Instruction

On Audio-tape only. Time: 12 minutes

<u>ITEM NO.</u>	<u>TEXT</u>	<u>CODE</u>
1.	The teacher says to the student you are observing, "When you read a poem it is important to note the rhythm. I'll never ask you to read a poem out loud unless you've been given a chance to practice it."	3 or 9
2.	The teacher says to the class during reading activities, "Pronounce the <u>th</u> sound two different ways."	2
3.	The teacher holds up pictures of animals and asks the students (who are all watching her) what they are.	8
4.	The teacher is reading a story aloud to her class. The student being observed who has not read the story asks, "What does the word <u>orchard</u> mean?"	7
5.	The teacher questions the class, "What is a <u>window sash</u> ?" before she reads a story about windows to them. The student being observed has not read the story.	7
6.	The student being observed writes the definition of <u>travois</u> on the board while the class watches her.	(see CONTENT rule #3 page 32 of this report)
7.	The teacher says to the student you are observing, "Let's go back to page 78. What are they doing in that picture, Jackie?" (There are no printed words on page 78.)	8
8.	The teacher says to the class during reading activities, "If you say <u>not</u> then finish the phrase <u>nor</u> ."	3
9.	The teacher asks the class, "In what part of the dictionary will we find <u>giraffe</u> ?"	5

<u>ITEM NO.</u>	<u>TEXT</u>	<u>CODE</u>
10.	The student you are observing says during reading activities, "I know another meaning of <u>conscience</u> , the boy was knocked unconscience with a baseball bat."	1 (see CONTENT rule #1 page 31 of this report)
11.	The student you are observing is writing a story about what he did last summer.	6
12.	The student being observed listens as the teacher asks the class during reading activities, "Which one of these vowels is pronounced long?"	2
13.	The student you are observing reads aloud a paragraph from the story while the teacher and the rest of the class follow along in their books.	2
14.	The teacher says to a student (while the student you are observing listens), "We're ready for the second paragraph: read it."	9
15.	The teacher says, "All right, everyone take out his books."	9
16.	The teacher says in a disturbed voice to the class, "I think you are forgetting your manners."	11
17.	The aide says to the class during reading activities, "Do you remember how to punctuate sentences that someone has spoken?"	3
18.	After a student spelled <u>corral</u> , the teacher asked the student being observed, "Is she right?"	5 (see CONTENT rule #2 page 31 of this report)
19.	As the teacher is passing back student papers she says, "You all did very well on your last tests."	10
20.	The teacher holds up a picture of a bicycle with the word <u>bicycle</u> printed under it and asks, "How many of you ride bicycles to school?"	1

<u>ITEM NO.</u>	<u>TEXT</u>	<u>CODE</u>
21.	The teacher asks, "Who can spell <u>defensive</u> ?"	5
22.	A student incorrectly answers a question about the meaning of a word and the teacher remarks, "No, that's not the right answer."	11
23.	The teacher asks the class, "What do you remember about the story which tells you that the mountain was rough and hard to travel?" The class has read the story.	1
24.	The student being observed is sitting in the reading corner reading a library book.	4
25.	The student being observed is staring out the window.	12

Practice Exercise #3 for Coding CONTENT of Instruction

Directions: For this Practice Exercise, write the code number of the appropriate CONTENT category above the first word of each sentence. The category number should describe the CONTENT of each sentence.

Teacher: (7) Today we're going to begin a study of some of the passages of the Bible in order to see how its authors used symbols and images in their stories. (4) (Writes the word symbol on the board.) (1) All right then, a symbol is something which stands for or represents something else. (1) Now this "thing" can be a word, a phrase, an object. (1) Pete pointed out an object in the room which symbolized something else. (1) The flag represents the U.S.A., freedom, etc. (1) In the Bible, we'll be reading some prose and some poetry which include words used as symbols. (1) Once the symbols are understood, it should be easier for you to comprehend what the authors are saying -- the opinions that they are expressing. (9) The first selection to read today is one that I'm sure most of you are familiar with - Psalm 23. (9) Since you all have your own versions of the Bible, I can't give you a page number, but the book of Psalm can be found about midway through the Old Testament. (9) And they're numbered in order. (4) Give students time to find Psalm.) (9) Would everyone now take a few minutes to read the psalm to himself, then we'll have someone read it aloud. (4) (Pause to read.) (9) Who will volunteer to read the psalm aloud? (9) Jane?

Jane: 1 (2) The Lord is my shepherd; I shall not want.
2 (2) He maketh me to lie down in green pastures: he leadeth me

beside the still waters.

3 (2) He re-stor-eth my soul: he leadeth me in the paths
of ri-ches-ness for his name's sake.

4 (2) Yea, though I walk through the valley of the shadow of
death, I will fear no evil: for thou art with me;
they rod and they staff they comfort me.

5 (2) Thou preparest a table before me in the presence of mine
enemies: thou a-noin-test my head with oil; my cup
runneth over.

6 (2) Surely goodness and mercy shall follow me all the days of
my life: and I will dwell in the house of the Lord
forever.

Teacher: (10) Fine, Jane. (10) A good reading. (9) But a few of those
words gave a little trouble. (9) Let's go back to clear them
up. (3) First, you'll notice the old fashioned endings on some
of the words. (3) Can you pick those out? (3) Pete?

Pete: (3) Yea. (2) There's maketh, leadeth, restoreth, leadeth (again),
thou, thy, thy (again), thou (again), preparest, and mine sounds
funny where it is, thou (again), anointest (whatever that means),
runneth, and ... that's all.

Teacher: (10) Good, Pete, (10) I think you got them all. (3) Now what about
the "eth" endings? (3) How do we end these same words today?
(3) John?

John: (3) "s", like makes, runs, leads.

Teacher: (3) And what about the "thous" and thys"? (3) Debbie?

Debbie: (1) The Quakers say that. (1) And I think the Pennsylvania Dutch.
(1) They all talk like that. (1) One time we got off the

Pennsylvania Turnpike and went to eat in a place where they had that kind of food and you should have seen how they dress and everything.

Teacher: (1) I think you're talking about the Amish, Debbie. (9) Let's go back to what you said at the beginning about the Quakers. (1) Some of them still do use thou and thy. (1) But do you know what they mean?

Debbie: (1) Sure. (1) That's their way of saying "you" and "your" and stuff like that.

Teacher: (1) You and your. (10) That's right. (1) But I'm not so sure it's an unusual way of saying things. (1) After all, we're used to the way the commandments say "Honor thy father and thy mother." (1) It's just that we've become a little less formal in the way we address people nowadays. (3) The same thing goes for the "eth" endings that we've changed to s's as John said before. (9) There were a few other words that I'd like to check on before we go into the meaning of the poem itself. (1) Does anyone know the meaning of restore? (1) Jeff?

Jeff: (1) To put back again, like when you restore old furniture.

Jim: (1) Yea, or a house or something.

Amy: (1) They do that with paintings, too. (1) We learned that in Art class. (1) They scrape all the dirt off them and the colors get bright again.

Teacher: (10) OK. (10) Fine. (9) Now let's look at the words surrounding the word restore. (2) "He restoreth my soul." (1) Do you think the poet is talking about taking something off your soul so that it will get bright again? (1) Jane?

Jane: (1) Well, sort of. (1) I guess in a way, when you do something wrong, your soul shows it. (1) I guess if it was something you could see - I mean your soul - maybe it'd get darker or something. (1) Then when you did something good, it would sort of get clean again.

Teacher: (11 or 1) Well, I'm not so sure that that's what the poet means here, but (10) at least you've got the meaning of restore. (1) Now, what about righteousness? (9) Amy, read verse number 3 again, please.

Amy: (2) "He restoreth my soul: he leadeth me in the paths of righteousness for his name's sake."

David: (1) That means good or something 'cause the Lord would be taking you down the road to good, not bad.

Teacher: (1) Pete?

Pete: (1) What about justice, like (2) "he leadeth me in the paths of justice?"

Teacher: (10) Good, Pete. (1) Now one more word - anoints. (1) Does anyone know what anoints means? (1) Chip? (9) Why don't you read the sentence with the word in it?

Chip: (2) "Thou anointest my head with oil." (1) It must mean to put on or something - that sounds icky!

Teacher: (1) To us it might, I guess. (1) But that was a Hebrew custom that showed when a person was favored or someone special. (9) We'll get into that a little more later. (1) What about someone figuring out a word to substitute for anoints in the sentence? (1) Carol?

Carol: (1) Covers?

Teacher: (12 or 1) Speaking of icky! (1) I doubt that he was referring to that much oil, Carol.

Debbie: (1) How do you know? (1) Maybe they had strange customs, too.

David: (1) What about marks? (1) He "marks my head with oil" 'cause you said it had something to do with marking somebody special.

Teacher: (10) Good, Dave. (9) Let's get back to the symbols being used. (1) Pete said that a symbol is something which stands for something else. (1) The poet here is David - the same person who as a boy killed Goliath.

Joe: (1) You mean the kid with the slingshot? (1) That was a cool story. (1) He hit that guy right in the head - splat! Really knocked him out. (1) He couldn't have grown up to be a poet - after bein' such a hero - that's goofy.

Teacher: (1) Well, he did. (9 or 1) Maybe sometime you'd like to read some of the other parts of the story of David to see how he grew up. (1) He was quite a hero, but he was also a poet. (1) Anyway, to get back to the psalm, can anyone figure out what symbol David is using for God? (1) Debbie?

Debbie: (1) The Lord?

Teacher: (11) No, (1) that's just another word for the same person. (1) Chip?

Chip: (1) A shepherd?

Teacher: (10) Right. (1) See if you can pick out other words that continue the image of the shepherd and the countryside - Rich?

Rich: (2) "Green pastures...valley...and rod and staff" - (1) aren't those things shaped like a question mark that the shepherds in pictures always are carrying?

Teacher: (10) You're right, Rich. (9 or 1) Anyone else have other suggestions? (9 or 1) John?

John: (1) What about "still waters" - that's country. (1) Besides you always have to have water near where your sheep are grazing.

Pam: And (2) "leading me" (1) because that's what a shepherd does with his sheep...and paths because that's where he leads them.

Teacher: (10) Fine. (9) Now read through the poem again and find the relationship between the shepherd and his sheep. (9) Jeff?

Jeff: (1) I guess it would be the same as between any shepherd and his sheep. (1) They depend on their shepherd for food and water. (1) He leads them around.

Teacher: (1) Then what do you suppose David is saying about his Lord? (1) Jane?

Jane: (1) That the Lord is like his shepherd. (1) That makes him the sheep, and the Lord leads him around.

Rich: (1) Yeh, and that he depends on the Lord for his food and everything.

Debbie: (1) But that's not true. (1) The Lord doesn't give everybody their food. (1) They work to get money, then buy the food like we do.

Pete: (1) Yeh, but, like who provides the jobs and who gives you the brains to learn a job so you can get the job?

Debbie: (1) Well...

- Teacher: (9) I think we're getting into personal beliefs here.
- (9) It'll be hard not to during our discussions. (9) But to get back to the poet himself, (1) why do you think David chose to use the symbol of a shepherd?
- Tim: (1) 'Cause he thought sheep were cool - right?
- Teacher: (1) If a cartoonist were going to represent the U. S., why would he be likely to use the national symbol of the eagle?
- John: (1) 'Cause everybody knows that.
- Teacher: (1) OK, so?
- Roseanne: (1) Oh, I get it.
- Pete: (12) You always do.
- Teacher: (1) How do you mean, Roseanne?
- Roseanne: (1) Well, everybody here knows the eagle. (1) So everybody then must have known a lot about sheep. (1) I guess there a whole lot of farmers or something.
- Teacher: (10) Right - this is basically true. (1) A poet will generally use symbols that his audience of readers will be familiar with.
- (9) To sum up then, (1) we have here one of the most famous poems in the Bible. (1) It's a poem in which the main symbol being used is the shepherd. (1) It's a poem in which the mood of comfort and peace is brought out through David's choice of certain words and phrases. (1) It's easy to see why so many people "in the valley of the shadow of death" - those people who are sick or dying or those who have just lost someone close to them find this Psalm very important in their lives. (1) Some of you may remember seeing Governor George Wallace reciting the Psalm at a special

Mass said for him shortly after his serious injury. (9) Would someone read the poem once more aloud now that we've studied its meanings more closely and can appreciate it more fully?

(9) Jane read the first time - let's have someone else - Jim?

Jim: (9) Do you want me to read the old fashioned version or the modern one we figured out?

Teacher: (9) Try the old one again, Jim. (9) I think it'll come much easier now and (1) it's really considered a classic.

Jim: (9) OK - here goes!

(2) The Lord is my shepherd; I shall not want.

(2) He maketh me to lie down in green pastures: he leadeth me beside the still waters.

(2) He restoreth my soul: he leadeth me in the paths of righteousness for his name's sake.

(2) Yea, though I walk through the valley of the shadow of death, I will fear no evil: for thou art with me; thy rod and thy staff they comfort me.

(2) Thou preparest a table before me in the presence of mine enemies; thou anointest my head with oil; my cup runneth over.

(2) Surely goodness and mercy shall follow me all the days of my life: and I will dwell in the house of the Lord forever.

Practice Exercise #4 for Coding
CONTENT of Instruction

On audio-tape, with colored slides and buzzes. The student whose activity is to be coded is circled on each slide.

Time: 9 minutes

A (*) in the text indicates where the buzz occurs on the tape

ORDER	SCRIPT FOR ITEMS	CODE	NUMBER AND DESCRIPTION OF SLIDES
A	(show first slide)		
	Directions: This is Practice Exercise 4 for coding CONTENT. When you hear this sound (*) code the activity which is happening right at that time. The first voice you hear will be that of the teacher. Her name is Mrs. White. The Practice Exercise will now begin. (advance slide)		T alone 81
1.	Teacher: Today we're going to read about the small country of Holland. Although Holland is a tiny country, long ago it was a very powerful country. Before we begin to read, let's locate Holland on the map. Does anyone know on what continent (*) it lies? Pam: Yes, it is in Europe. Teacher: Very good. (advance slide) Does it lie along the coastline or is it inland? By inland I mean that it is not near a large body of water such as an ocean.	T-7	S's raising hands with T - 122

ORDER	SCRIPT OR ITEMS	CODE	NUMBER AND DESCRIPTION OF SLIDES
2.	Nina: I think it is along a coastline. (*) Teacher: Yes, it is. Pam, come show us where Holland is on the map. Pam: Here it is. (advance slide) Teacher: Yes, that's right. One of the large bodies of water which affected the way the people lived in Holland is the North (*) Sea. Because they lived along the sea they became sailors and fishermen. They also became a great sea power. They even ruled other lands. (advance slide) Look at the word <u>power</u> on the board. From what I have told you, can you tell me or give me an idea of what <u>power</u> means?	T-7	T with book looking at girl - 124
3.	(*) Mike: If they ruled other people it might mean they had a lot of money. (advance slide) Joyce: It might mean they were very strong. Pam: I think it means they could tell everybody what to	T-7	T at board-map talking to S's - 129
4.	(*) Teacher: Good.	T-1	T with class pointing to words on board - 93
5.	(*) do.	T-1	S's and T with books - 92

ORDER	SCRIPT OR ITEMS	CODE	NUMBER AND DESCRIPTION OF SLIDES
	(advance slide) I'd like you to look at the word I have just written on the board. It is made up of two tiny words you already know, however, it is not a compound word. Can you tell me the two little words?		
6.	Mike: <u>Car</u> and (*) <u>go</u>. Teacher: Put these two words together and tell me the word. Mike: <u>Cargo</u>. (advance slide) Teacher: If a ship is carrying cargo, what does it have? Pam: It might be carrying something people can use.	T-2	T writing <u>colony</u> on board - 123
7.	Teacher: Yes, very good. (*) You're getting the right idea. Can you give me an example? George: It might be something to eat or it might be tools. (advance slide) Teacher: It could be. It might be something which a country does not have and is buying from another country.	T-10	T at board-map talking to S's - 129
8.	(Pause) (*) Look at the new word on the board. How many syllables are in it?	T-4	T writing <u>colony</u> on board - 123

94

ORDER	SCRIPT OR ITEMS	CODE	NUMBER AND DESCRIPTION OF SLIDES
12.	Teacher: Why do you think that? Nina: Because of the sails and the way the ships (*) are built. Teacher: It's not a pirate ship, but at the time it was used it had something that a pirate ship also had. George: The flag? (advance slide)	T-7	T talking to girl - 58
13.	Teacher: Yes, but what else? You can't see it in the picture because it is in a storage place on the (*) ship. Pam: The food and Teacher: A word we discussed before. Pam: Food and cargo! Teacher: Right! (advance slide) These ships were built by the Dutch in order to carry cargo especially. Now I'm going to write another word on the board. (Pause)	T-7	T and S's with books - 92
14.	I have written the word America (*) on the board. You tell me what place it reminds you of. Ann: The United States.	T-2	T - pointing to word on board - 93

ORDER	SCRIPT OR ITEMS	CODE	NUMBER AND DESCRIPTION OF SLIDES
	Teacher: Alright. If I add "s" to the word what will it make you think of? (advance slide) Nina: Two Americas. Teacher: What two Americas are there?		
15.	Joyce: The two continents (*) of North and South America. Teacher: Very good. We shall see how the Dutch used these ships both in North and South America, in Africa, and in the West Indies and East Indies. I have just written New Amsterdam on the board. (advance slide) Amsterdam is a very important city in Holland. It is the capital and largest city. Although this city does not lie along an ocean it is a great port. It lies along a river and canals have been built which connect the river with the North Sea. The ships (*) we shall read about brought products from many strange lands to this city. Look at the board again. (advance slide) Have I simply written Amsterdam, or have I added something to it?	T-1	T at board-map talking to S's - 129
16.		T-1 or 7	T and S's at map pointing - 126

ORDER	SCRIPT OR ITEMS	CODE	NUMBER AND DESCRIPTION OF SLIDES
	Tom: You put the word <u>new</u> in front of it.		
17.	Teacher: You are right. (*) (advance slide) The reason I have written <u>New Amsterdam</u> is because the people of Holland came to North America long ago and began a colony there. They traded with this colony and called it New Amsterdam.	T-10	T pointing to word on board - 93
18.	Pam: Where was this colony? (*) Teacher: It was in the state of New York. (advance slide) I would like you to read the story on page 159 and find out two things: 1. Find out how the Dutch became a great power long ago, (*) 2. Find out how the ships in the picture helped them to become strong. (advance slide) Are there any questions?	T-1	S's raising hands with T - 122
19.	(Student's read story silently.) (*) Ann: What's this word? I've never seen it before. Teacher: It's <u>starboard</u> . It means the right side of the boat.	T-9	S's and T with books - 92
20.		A-9 or 4	S's and T with books - 92

ORDER	SCRIPT OR ITEMS	CODE	NUMBER AND DESCRIPTION OF SLIDES
	(advance slide)		
21.	Teacher: Now that you have finished reading I would like you to write a sentence for each of the vocabulary words listed at the end of the story. The sentences don't have to be long (*) . . . Just make sure you use each word in one sentence.	T-9	T talking to girl - 124
	(advance slide)		
	Can I help you, Nina?		
	Nina: I don't know this word.		
22.	Teacher: Well, let's find where it was used in the story. Here it is. Can you read the sentence? (*) Nina: "The Dutch sailors were able to navigate their ships by watching the position of the stars." (advance slide) Teacher: Can you tell from this sentence what <u>navigate</u> means? Nina: Sailing? Teacher: That's close. Why do you think they look at the stars to figure out their position? (*)	T-9	T, pointing to girl's book - 116
23.	Nina: To see if they're on course. Oh, I know. It means to steer the ship in the right direction. (advance slide)	T-1	T pointing to girl's book - 116
		98	

ORDER	SCRIPT OR ITEMS	CODE	NUMBER AND DESCRIPTION OF SLIDES
	Teacher: Very good. Now can you write a sentence using <u>navigate</u> ?		
24.	Nina: The boy navigated the ships through (*) the rocks Teacher: Good. (advance slide) Mike: Are we going to recess soon?	A-4	T pointing to girl's book - 116
25.	Teacher: In about 15 minutes. (*) Have you children finished your sentences? Joyce: Yes. Can we play baseball this afternoon with the other class? (advance slide)	T-12	S's at T desk - 90
26.	Teacher: That might be arranged. You children had better go back to your desk and be quiet. The rest of the class is still working. I know you're excited (*) about recess but if you're not quiet until it is time, I'll shorten your recess. (Pause) Alright, put your books away and let's line up for recess.	T-11	S's at T desk - 90

Practice Exercise #2 for Coding

GROUP-CONTENT of Instruction

On audio-tape with colored slides, Time: 14 minutes

The student whose activity is to be coded is circled on each slide.

ORDER	SCRIPT FOR ITEMS	CODE	NUMBER AND DESCRIPTION OF SLIDES
A	(Before turning on tape show first-second slide and identify the teacher and the aide.		T alone-30
B	Advance to the next slide before the start of each item.) Directions: This is Practice Exercise number two for coding GROUP and CONTENT. There are 24 items in this Practice Exercise. You should have a sheet of paper numbered from 1 to 24 in front of you. Each item will be repeated twice and you have ten seconds to describe the activity. The Practice Exercise will now begin		Aide alone-81
1.	The aide says to a group of six students, "Can you think of another word that means a violent wind storm, like the word tornado that is written on the blackboard?" while the teacher watches.	T-1	A pointing to word on board T watching-78
2.	A machine and several students are pronouncing words at the same time as the words are flashed on a screen while the teacher is watching.	T-2	T and S's looking at filmstrip-9
3.	The student you are observing is looking at a filmstrip with words accompanying the pictures.	A-4	S alone with machine-9
4.	While the teacher and class of 10 students are discussing a story about a horse, the	100	

ORDER	SCRIPT FOR ITEMS	CODE	NUMBER AND DESCRIPTION OF SLIDES
	student you are observing says, "My brother has a horse."	T-1	T talking to girl-4
5.	The student you are observing asks his neighbor how to spell <u>beagle</u> . Neither student has a book.	P-5	Boy talking to girl-22
6.	While the aide is discussing a story about Holland with 4 students, George tells the student you are observing, "I got a new puppy yesterday."	P-12	Boy talking to girl-22
7.	The teacher and the class are watching a filmstrip with words & pictures on <u>Safety Rules</u> .	T-4	T & S's with machine-10
8.	The aide has asked a group of 5 students (including the one you are observing) how to spell <u>donkey</u> and is waiting for an answer.	OA-5	Aide with S's-124
9.	An aide is with four students (including the one you are ob- serving) who are listening to a tape recording & following along in their books.	OA-2	Aide with S's & machine-59
10.	The five students in the class read a story silently to them- selves.	A-4	S's reading silently-1
11.	The aide is reading a story aloud to the entire class of seven students while the teacher watches.	T-2	T, Aide, S's reading-52
12.	The aide asks the teacher how to spell a word and the teacher replies, while the student being observed watches.	T-9	T talking to Aide-104

ORDER	SCRIPT FOR ITEMS	CODE	NUMBER AND DESCRIPTION OF SLIDES
13.	After the teacher has asked for the definition of <u>cow</u> , the student whom you are observing answers, "That's an animal that goes oink, oink, and you get bacon from it."	T-1	T talking to S-6
14.	The teacher calls the student you are observing up to her desk and says, "The story that you wrote yesterday was really good."	T-10	T at desk with girl-31
15.	The teacher and four students (including the one you are observing) are listening to a record which is reading a story about dogs.	T-8	T & S's with machine-13
16.	An aide watches a class who are supposed to be reading a poem and says to the student you are observing, "Ann be quiet and read the story!"	0A-11	Aide helping girl-71
17.	A class is doing a writing exercise in which they separate words into roots and suffixes.	A-3 or 4	Aide helping girl-57
18.	The students are listening to a tape recording of <u>Jack and the Beanstalk</u> .	P-8	Boy & girl with machine-16
19.	The teacher is waiting for an answer to the question she has directed to the class about where the verb of a sentence should go on the diagram line she has just drawn.	T-3	T-pointing to words on board-73

ORDER	SCRIPT FOR ITEMS	CODE	NUMBER AND DESCRIPTION OF SLIDES
20.	The students in the class and an aide read a Mother Goose poem together out loud, while the teacher watches them.	T-2	T, Aide, S's reading-52
21.	The teacher says, "The class is getting too noisy."	T-11	T pointing to class-33
22.	A girl says to the boy you are observing, "I finished reading the story before you did."	P-12	Boy talking to girl-22
23.	The student you are observing is leafing through the dictionary to find out how to hyphenate a word.	A-4	S reading silently-20
24.	The student being observed is daydreaming and staring out the window.	A-12	S staring out window-87

Practice Exercise #3 for Coding

GROUP-CONTENT of Instruction

On audio-tape with colored slides and buzzes, Time: 10 minutes

The student whose activity is to be coded is circled on each slide

A (*) in the text indicates where the buzz occurs on the tape.

ORDER	SCRIPT FOR ITEMS	CODE	NUMBER AND DESCRIPTION OF SLIDES
	Directions: This is Practice Exercise number three for coding two dimensions. When you hear this sound (*) code the activity which is happening right at that time. (advance slide) The first voice you hear will be that of the teacher. Her name is Mrs. White.		
A	Teacher: Good morning, my name is Mrs. White. (advance slide) The next voice you hear will be that of Mrs. Spencer the aide.		T alone - 30
B	Aide: Good morning, I'm Mrs. Spencer. The Practice Exercise will now begin. (advance slide) Teacher: Today we're going to do several things. Some of us are going to work on spelling, we'll be doing some reading from the controlled reader, and Mrs. Spencer is going to help some of you with contractions.		Aide alone - 81
1.	Mrs. Spencer: Good morning boys and girls. Isn't it a nice day today? (*) Teacher (to aide): Mrs. Spencer, why don't you take Group A with you to the back of the room. (advance slide)	T-12	T, Aide, and S's - 76

ORDER	SCRIPT FOR ITEMS	CODE	NUMBER AND DESCRIPTION OF SLIDES
	Remember to stress how and why the apostrophe is used.		
2.	Mrs. Spencer: All right. What lesson in the book should we do today? Shall I start with Lesson 4 or (*) have you done that one already? Teacher: Lesson 4 is fine. Group B, will you go sit by the controlled reader and Group C, take out your spelling books. (advance slide) Mrs. Spencer: Today we're going to work with contractions. Turn to lesson 4 in your workbooks. Does anyone know what a contraction is? (*) No? I'm writing a word which is a contraction on the board. Who knows what this word is? (Pause) Julie: <u>doesn't</u> (advance slide) Mrs. Spencer: Good. Does anyone know what two words make up <u>doesn't</u>?	T-9	T talking to Aide - 104
3.	(Pause) Julie: <u>doesn't</u> (advance slide) Mrs. Spencer: Good. Does anyone know what two words make up <u>doesn't</u>?	OA-3	Aide talking to girl - 58
4.	Nina: Does and (*) <u>and</u> Tom: No <u>do</u> and <u>not</u> George: What's that funny mark in the word? Mrs. Spencer: Don't call out, George. I'll call on you if you raise your hand.	OA-3	Aide pointing to word on board - 93

ORDER	SCRIPT FOR ITEMS	CODE	NUMBER AND DESCRIPTION OF SLIDES
	(advance slide)		
	None of you children has given the right answer yet. Does anyone have another guess?		
	(Pause)		
5.	<u>Does</u> and <u>not</u> are the two words in <u>doesn't</u> . (*) Now I've written <u>does</u> and <u>not</u> on the board.	OA-3	Aide at board, map talking to S's - 129
	(advance slide)		
	What letter is missing from these two words?		
	Nina: The <u>o</u> in <u>not</u> .		
	Mrs. Spencer: Is that right?		
6.	(Pause) (*) (Students say yes)	OA-3	Aide pointing to word on board - 70
	Very good. Now getting back to you, George . . . the funny mark is called an apostrophe. I'll write it on the board. Let's all say it together.		
	(everyone says word)		
	(advance slide)		
	Good. The apostrophe is in the word to replace missing letters. In this case, which letter did Nina say was missing?		
	Julie: The <u>o</u> .		
	Mrs. Spencer: Let's see if we can think of other words that we use everyday which are contractions. Suppose <u>we</u> wanted to make <u>was</u> and <u>not</u> a contraction. (*) What would that be?		
7.		OA-3	Aide at board, map talking to S's - 129

ORDER	SCRIPT FOR ITEMS	CODE	NUMBER AND DESCRIPTION OF SLIDES
	Mary: <u>wasn't</u> Mrs. Spencer: Good. Who can think of another contraction? I'll write them on the board as you say them. (advance slide) Tom: <u>Don't</u> Mary: <u>Won't</u> Mike: <u>Didn't</u>		
8.	George: How about <u>wouldn't</u>? (*) (advance slide) Teacher: While Mrs. Spencer is working with Group A I'd like Group B to do some work in their spelling books. I have a tape recording of the words in lesson 12 that we worked on the other (*) day.	OA-3	Aide writing <u>colony</u> on board - 123
9.	Tom: Oh boy, a tape recorder! (advance slide) Teacher: After I start the tape, listen for the word and then write the correct spelling in your workbooks on page 5. Are you all ready? Julie, will you start the tape recorder?	T-9	T and S's and machine - 13
10.	Julie: It doesn't work. (*) Teacher: Did you push the "forward" button? (advance slide)	T-9	T and S's and machine - 14

ORDER	SCRIPT FOR ITEMS	CODE	NUMBER AND DESCRIPTION OF SLIDES
	Julie: Oh, I pushed the "record!" . . . there, now it's OK. Teacher: Yes. Let's not talk now . . . get ready for the first word. The tape recorder is now on.		
11.	Machine: Giraffe. (*) (pause) A giraffe has a long neck. (advance slide) Machine: Motor. (pause) The motor in the car was not working.	T-5	T and S's and machine - 25
12.	(Pause) (*) (advance slide)	T-5	T and S's and machine - 25
13.	Teacher: Group C, I'll be with you in a moment. Please be quiet . . . Group B is taking a test. I think it would be nice if you thought about what other students are doing and not talk loudly. (*) Machine: Yellow. (pause) I bought a yellow balloon at the fair. (advance slide)	T-11	T pointing to class - 33
14.	Teacher: OK, Group C, let's get ready to read. Our story today is an interesting one . . . it's about a tornado. Who knows what a tornado is? (*) Julie: A big storm. George: A funny cloud that picks up houses.	T-7	T pointing to class - 33

ORDER	SCRIPT FOR ITEMS	CODE	NUMBER AND DESCRIPTION OF SLIDES
	Mary: There was a tornado in the "Wizard of Oz" and it carried a house, a girl, and a dog to a far away land. (advance slide) Teacher: It seems you have a good idea of what a tornado is. In this story the tornado is called a twister. Why do you think it's called that?		
15.	Tom: Because it twists and turns. (*) Anne: Because the clouds come twisting down from the sky. Teacher: Good. Do we have a lot of tornados here in Maine? (advance slide) Julie: No. Teacher: Where are there a lot of tornados? (Pause) We'll find the answer to that question in the story. I'm going to start the reader now.	T-7	T pointing to class - 33
16.	(*) George, will you turn down the lights on this side of the room? Today's speed will be a little faster than yesterday's. Machine starts Tom: <u>A Texas Twister.</u> (advance slide) Teacher: I think it's better if we read to ourselves, Tom. Everybody can try to keep up	T-9	T, S's and filmstrip - 10

ORDER	SCRIPT FOR ITEMS	CODE	NUMBER AND DESCRIPTION OF SLIDES
17.	with the speed. (Pause) (*) Teacher: Group B, are you finished? (advance slide) Good, turn back to page 2 in your workbooks and correct your words. When you're finished do page 6, using the words that you made mistakes on.	T-4 or T-9	T, S's and filmstrip - 9
18.	Julie: I got them all right. (*) Teacher: Good, Julie. You can go to the library shelf and pick out a book to read. (advance slide)	T-5	T and S's - 7
19.	Teacher: OK, Group C. Open your books to page 203 (*) to the story that you've just read on the controlled reader. Where did this story take place? George: In Texas. Teacher: What was the weather like on the day that the twister came? (advance slide) Julie: It was hot. George: It was still and quiet.	T-9	T and S's with books - 72

ORDER	SCRIPT FOR ITEMS	CODE	NUMBER AND DESCRIPTION OF SLIDES
20.	Mary: It had just rained. Ann: No it hadn't (*) rained in a long time. Mary: There were lots of dark rainy clouds though. Teacher: You're both right. (advance slide) It hadn't rained in a long time but the sky was full of dark, rainy clouds. Was it windy?	T-1	T and S's - 7
21.	George: It was real still before the twister came but then it got really windy when they saw (*) the twister. Teacher: Who saw the twister? Mary: A man and three children. They went to the house and told the mother. (advance slide) Teacher: Then what happened? Julie: They went to the basement.	T-1	T and S's with books - 3
22.	Teacher: What word did they use in the story that means the same as (*) basement? (no answer) Look on page 204 and see if you can find it. (advance slide) Raise your hand when you have found the word and can	T-1	T and S's with books - 3
		111	

ORDER	SCRIPT FOR ITEMS	CODE	NUMBER AND DESCRIPTION OF SLIDES
	read the sentence.		
23.	Julie: I found it. The last sentence on the page (reads) "Joe said, 'It looks like we'd (*) better go to the cellar. We'll be safe there.'" (advance slide) Teacher: Why do people go to basements and cellars when tornadoes come?	T-2	T helping girl - 74
24.	(Pause) (*) Ann: Because then they're underground. The tornado can't hurt them if they're underground. George: The tornado doesn't always touch the ground but if it does, it can't reach down. (advance slide)	T-1	S's raising hands - 67
25.	Teacher: Very good. I'd like you to answer the rest of the questions (*) which are on page 206. When you're finished you may take out your crayons and draw a picture of a tornado or any part of the story that you like. (advance slide)	T-9	T and S's with books - 3
26.	George and Mary, let's go back to the back of the room (*) and review those multiplication tables that we did yesterday in class. Mary, will you start with the 2's?	T-9	T and girl - 4

ORDER	SCRIPT FOR ITEMS	CODE	NUMBER AND DESCRIPTION OF SLIDES
	(advance slide)		
27.	Mary: $2 \times 1 = 2$, $2 \times 2 = 4$, $2 \times 3 = 6$, $2 \times 4 = 8$, $2 \times 5 =$ 10, (*) $2 \times 6 = 12$, $2 \times 7 = 14$, $2 \times 8 = 16$, $2 \times 9 = 18$, 2×10 = 20.	T-8	T with girl and boy - 23
	(advance slide)		
28.	Teacher: Good, Mary. George, can you do the 5's? George: $5 \times 1 = 5$, $5 \times 2 = 10$, $5 \times 3 = 15$, $5 \times 4 = 20$, (*) $5 \times 5 = 25$, $5 \times 6 = 30$, 5×7 = 35, $5 \times 8 = 40$, $5 \times 9 = 45$, $5 \times 10 = 50$. Teacher: Very good.	T-8	T with girl and boy - 23

Practice Exercise #5 for Coding
GROUP-CONTENT of Instruction

On Audio-tape. Time: 12 minutes

Directions: This is Practice Exercise number five for coding two dimensions. The first voice you hear will be that of the teacher. Her name is Mrs. White.

The Practice Exercise will now begin.

Teacher: Our story today is about a secret. What is a secret? (7)
Anne? (7)

Ann: It's something you tell just your friend and she's not supposed to tell. (7)

Tom: She'll probably tell, though. A secret is something you know and don't tell anyone. (7)

Claudia: But Mrs. White you can tell someone a secret. (7)

Teacher: That's the problem with a secret - how many people can know something and have it remain a secret? (7) Do you all agree a secret is something you don't want everyone to know? (7)

Teacher: The title of our story is A Secret for Twenty-five Years. (7)
Now that's a long time to keep a secret, isn't it? Find (7)
A Secret for Twenty-five Years in your books. (9)

Teacher: Tom, how do you find something quickly in a book of stories?
(1 or 8)

Tom: Oh. You look in the Table of Contents. (1 or 8)

Teacher: Where do you find this story starts, Richard? (1)

Tom: (Pause) On page 204. (1)

Teacher: Let's all turn to page 204. (9)

When do you think this story takes place? George? (1)

George: A long time ago. (1)

- Teacher: What makes you think so? (1)
- George: Well the people aren't using cars. They are in a wagon pulled by horses. And the man is dressed in an old-fashioned ... in old fashioned clothes. (1)
- Teacher: That's a pretty good guess. (10) Let's see. Julie, will you read the first paragraph in the box on page 204, please? (9)
- Julie: "Grandfather nearly missed his train when an u ... u ... (Pause) (2)
- Teacher: Julie, when we see a word we don't know, what is the first thing we do? (2)
- Julie: See if there are any prefixes or suffixes on it (3) - Oh, take off the un ... oh, unusual. (2) Grandfather nearly missed his train when an unusual family kept him from crossing a bridge. (2) It was many years before the whale story was told about that family." (2)
- Teacher: I don't think this is a whale story, Julie. (11) That's a long o in whole. (2) Why is it a long o, Lisa? (2)
- Lisa: Because of the final silent e. (2) Whoops! -"the whole story was told about the family." (2)
- Teacher: What do you think the unusual family could be? (1) (Pause) Mike? (1)
- Mike: Indians? (1)
- Teacher: That might stop Grandfather! (10 or 1) You'll find out as you read the story. (9) Right now, read silently to the first paragraph on page 206 to discover what this unusual family was and where the boy is taking the man in the wagon. (9)
- Tom: What's this word? (2)
- Teacher: What sound does it begin with? (2)
- Tom: R (2)
- Teacher: What are the vowels? (3)
- Tom: o and u. (3)
- Teacher: What is one ou sound, Tom? (2)

- Tom: ou like in ouch? (2)
- Teacher: Yes, (10) but not this time. (11) What about another
 ou sound? (2)
- Well, let's try the gh sound. What is that? (2)
- Tom: f (2)
- Teacher: Good, that's it. (10) Now try the word with what you
 know about the beginning and ending sounds and guess
 at the vowel sound. (2)
- Tom: Rowf. (2)
- Teacher: Now try reading the sentence without the word, but guess
 by the meaning of the rest of the sentence what the word
 might be. (2)
- Tom: "The road was very _____ and stony there." (2) Oh,
 rough. (2)
- Teacher: That's good. (10)
- Lisa: Oh, this story is about skunks. (1)
- (Lisa and Nina giggle.) (12)
 (Pause)
- Teacher: What was the unusual family, Mary? (1)
- Mary: Skunks! (1)
- Teacher: Yes, (10) and who says they are skunks, George? (1)
- George: Patrick. (1)
- Ann: No, it's Grandfather. (1)
- Teacher: George, will you read the part that tells us who says they
 are skunks? (9)
- George: "'That can't be a ..., 'said Patrick, shading his eyes
 with his hands." (2)
- Teacher: Does Patrick actually call them skunks, George? (1)
- George: No, I guess not. (1)
- Ann: Here it is, near the bottom of page 205. (9) "'Sure
 enough, it's a mother skunk with five young ones, half
 grown,' said Grandfather." (2)

Teacher: Good! (10) When Grandfather says, "Isn't he bold!" to whom is he referring? (1) Pam? (1)

George? (1)

George: The skunk. (1)

Teacher: Yes, (10) and what did the skunk do that was bold? (1)

George: He came right out in the road. (1)

Teacher: Why do you think that was bold, George? (1)

George: I don't know. (1)

Teacher: What is another word for bold? (1)

Mary: Daring? (1)

Teacher: Good. (10) Any other word that means bold? (1)

Ann: Brave? (1)

Teacher: Yes, very good. (10) What do we call these words that mean the same as another word? (1)

Julie: Cinnamons? (1)

Teacher: Almost the right word. (10 or 1) Can anyone remember the word? (1)

Lisa: Synonym. (1)

Teacher: That's right. (10) Remember synonyms are words which have the same or almost the same meaning as another word. (1) Now, can you give an antonym for bold? (1) Chris? (1)

Christian: Afraid? (1)

Teacher: Good. (1) Another antonym for bold. (1)

Michelle: Shy. (1)

Teacher: Very good. (10) And what is an antonym? (1) George? (1)

George: The opposite meaning (1)

Teacher: Good. (10) Now, going back to the question ... (9) Why was it bold of the skunks to come right out on the road? (1) George? (1)

George: They weren't afraid of the people, I guess. (1)

- Teacher: That's a pretty good assumption! (10) What do wild animals usually do when they see people? (1)
- George: Stay hidden! (1)
- Teacher: That's right! (10) And where was Grandfather going, all dressed up, that he had to be so careful not to tangle with skunks? (1) Nina? (1)
- Nina: To make a speech to some teachers at a big meeting. (1)
- Teacher: And why was Patrick so careful with his wagon? (1) Who can read the part that answers this question? (9) Julie? (9)
- Julie: On page 205, the first paragraph, (9) "Patrick, an ..." (2) (pause)
- Teacher: What is the first thing you look for in a word you don't know? (2)
- Julie: Prefix or suffix. (3)
- Teacher: Are there any? (3)
- Julie: Yes, able (3)
- Teacher: And what do you have left? (3)
- Julie: Agree ... agreeable. (2 or 3) "Patrick, an agreeable young Irish fellow, had come for Grandfather, driving his very best pair of fast horses" ... hit . . hitch .. ed .. "hitched to his new light wagon. The wagon was the finest in the town." (2)
- Teacher: Very good, Sandy. (10) I like the way you figured out hitched all by yourself. (10) The ed ending has 3 sounds (2) What are they? (2)
- Ann: Ed, d, t. (2)
- Teacher: That's right. (10) We'll get some words spelled with the ed ending and ed, t, and d sounds later. (9) Right now let's read on to page 208 to see what Grandfather and Patrick did about the skunks. (9)
- (Pause) (4)
- What did the mother and her family do when Grandfather yelled at them? (1) Will you read it for us please, Mary? (9)

- Mary: "The mother turned her head toward him, and two of the young ones stopped playing, but they showed no signs of thinking his performance disagreeable." (2)
- George: Boy, they were bold! (1)
- Teacher: Yes, (10 or 1) it seems so - but let's read on through page 212 to see what develops next. (9)
- (Pause) (4)
- Why wouldn't the driver of the lumber wagon throw stones at the animals? (1) Tom? (1)
- Tom: Because he didn't want his valuable furniture to get sprayed. (1) (Laughs from the other children.) (12)
- George: Once my dog got sprayed and, wow! was he a mess! (1) He couldn't come in the house for a month. (1)
- Teacher: What did you do for your dog, George? (1)
- George: We got him clipped and washed but he still smelled awful for a while. (1)
- Teacher: You can understand, then, why no one wanted to disturb the skunks. (1) What was the boy's idea for moving the furniture to Arlington? (1) Mary? (1)
- Mary: They could swap loads and turn around and go back the way they came without going near the skunks. (1)
- Teacher: Yes. (10) That was pretty clever, wasn't it? (1) What did they use for a bridge? (1)
- Several Students: An ironing board. (1)
- Teacher: What did Grandfather leave behind in Patrick's wagon? (1)
- Ann: His speech. (1)
- Teacher: Yes. (10) Wouldn't that be a shock! (1) Now, let's finish the story and see how Grandfather makes out. (9)